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EFFECTIVENESS OF CENTRALIZED LIBRARY SERVICE IN ELEMENTARY SCHOOLS (PHASE I).

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THE CHARACTERISTIC ABILITIES AND ACHIEVEMENT IN READING AND OTHER RELATED SKILLS AND UNDERSTANDINGS OF ELEMENTARY SCHOOL CHILDREN WHO HAD ACCESS TO CENTRALIZED LIBRARY SERVICES WERE COMPARED WITH THOSE WHO DID NOT. DATA WERE GATHERED FROM SIX SCHOOLS WITH VARYING SCHOOL LIBRARY PROVISIONS WHICH INCLUDED EXAMPLES OF--(1) A CENTRALIZED SCHOOL LIBRARY WITH A QUALIFIED SCHOOL LIBRARIAN AND A COLLECTION MEETING HIGH QUANTITATIVE AND QUALITATIVE STANDARDS, (2) CLASSROOM COLLECTION OF BOOKS BUT NO CENTRALIZED LIBRARY, AND (3) A CENTRALIZED COLLECTION OF BOOKS NOT ATTENDED BY A QUALIFIED LIBRARIAN. MEASURES WERE DEVELOPED AND APPLIED TO SUCH AREAS AS--(1) THE PROVISION OF LIBRARY-RELATED MATERIALS, (2) THE ACCESSIBILITY OF RESOURCES AND SERVICES, (3) THE EXTENT OF LIBRARY-RELATED ACTIVITIES, (4) THE DEGREE OF MASTERY OF LIBRARY SKILLS, AND (5) THE AMOUNT AND KIND OF READING DONE BY CHILDREN. SCORES WERE STUDIED IN TERMS OF--(1) THEIR RELATIONSHIP TO MEASURES OF EDUCATIONAL ACHIEVEMENT OF SIXTH-GRADE CHILDREN AND SOCIOECONOMIC STATUS OF PARENTS AND (2) THEIR ABILITY TO DIFFERENTIATE BETWEEN SCHOOLS HAVING VARYING CATEGORIES OF LIBRARY PROVISION. THE MEASURES DIFFERENTIATED IN FAVOR OF THE SCHOOL LIBRARY CATEGORY IN MOST, THOUGH NOT ALL, CASES FOR THE SAMPLE. (TC)

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EFFECTIVENESS OF CENTRALIZED LIBRARY SERVICE IN ELEMENTARY SCHOOLS (PHASE I)

Report of research conducted at the Graduate School of Library Service, Rutgers - The State University, in cooperation with the United States Office of Education under contract No. 489, SAE-8132.

Mary Virginia Gaver
Director

Graduate School of Library Service
Rutgers - The State University
New Brunswick, New Jersey
1960

RUTGERS • THE STATE UNIVERSITY

Graduate School of Library Service New Brunswick, New Jersey

June 30, 1960

Dr. David L. Clarke
Director, Cooperative Research Program
Office of Education
U.S. Department of Health, Education and Welfare
Washington 25, D.C.

Dear Dr. Clarke:

I submit herewith the final report on the investigation of "Effectiveness of Centralized Library Service in Elementary Schools (Phase I)" which has been conducted under joint sponsorship of your office and the Graduate School of Library Service, Rutgers University, under contract No. 489, SAE-8132.

This represents completion of the purposes determined by the project staff for Phase I of this investigation.

Sincerely yours,

Mary V Gaver

Mary V. Gaver, Director of the Project
Professor, Graduate School of Library
Service, Rutgers University

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ABSTRACT

An exploratory study was designed to lay the groundwork for an investigation of the effectiveness of centralized libraries at the elementary school level. The purposes of Phase I are (1) to develop instruments which will evaluate the program of library services in elementary schools in terms of (a) the provision of library-related materials, (b) the accessibility of resources and services, (c) the extent of library-related activities, (d) the degree of mastery of library skills, and (e) the amount and kind of reading done by children, and (2) to study the scores obtained on these instruments in terms of (a) their relationship to measures of educational achievement of sixth grade children and socio-economic status of parents and (b) their ability to differentiate between schools having varying categories of library provision. 123

Six schools participated in the investigation, selected on the basis of (1) grade distribution, that is K-6; (2) availability of a common measure of educational achievement at both the fourth and sixth grade levels for the current sixth grade; and (3) representation in pairs of three categories of library provision, that is, classroom collections, central collections, and school libraries. 179

Instruments were developed for measuring the five areas identified as the rational bases for justification of school library provision: (1) an instrument to evaluate the quality and quantity of the trade books, reference books, magazines, and supplementary textbooks provided in the six schools; (2) an instrument to measure the accessibility of library resources and facilities in each school; (3) an instrument to measure the extent and depth of library-related activities in each school; (4) an instrument to measure the degree of mastery of library skills by sixth grade pupils; and (5) an instrument to measure the amount and quality of all reading done by the sixth grade children during a seven-month period, except for direct assignments by the teacher. Two additional measures were developed as by-products of the study. The study therefore produced scores on three school variables: (1), (2), and (3) above, and twenty-three pupil variables, representing individual pupil scores.

Findings of the study include the following: The measures developed for the investigation differentiated in favor of the school library category in most, though not all, cases, for the limited sample. Differentiation in favor of the school library was found by the measure for the evaluation of the collections, by the measure of accessibility of services and facilities, by the measure of extent of library-related activities, by the test of library skills, and by the measure of amount of reading. Only qualified differentiation was found in favor of the school library category for the measure of depth of library-related activities and the measure of quality of reading. For this sample, the measure of educational gain between fourth and sixth grades, determined by the difference between the grade-equivalent scores on the Iowa Test of Basic Skills, was found to be associated with the school library category. Only low relationship was found in this sample between the library categories and socio-economic status.

The statistical procedure used in this study (correlational analysis of the pupil variables only) found low relationship between a limited selection of the variables but did find significant differences between the mean scores for schools and categories on certain pupil variables. The three school variables were not included in the correlational analysis.

These findings indicate the feasibility in Phase II of a study on a larger sampling of schools based on analysis of mean school scores on all variables, for purposes of measuring the relationship of all library variables with scores of educational achievement.

ACKNOWLEDGMENTS

The high degree of interest in this study shown by library and school officials all over the country, as well as in New Jersey where most of the work has been conducted, is evidenced by the number of persons to whom we owe acknowledgment and by the high percentage of response shown to many of the inquiries, surveys, etc. which have been a part of this investigation. In particular, our special gratitude is due to the superintendents, principals, and teachers of the six schools who have participated as "cooperating schools" in this study but who cannot be specifically acknowledged because some of them did not wish to be identified. We therefore list here all the school systems which have assisted us by acting as cooperating schools, by administering try-outs of our measures, or by other substantial forms of response. These include: Baltimore City, Md.; Bethlehem, Pa.; Dade County, Miami, Fla.; Demarest, N.J.; East Lansing, Mich.; Edison Township, Nixon, N.J.; Ewing Township, Trenton, N.J.; Franklin Township, New Brunswick, N.J.; Harding Township, New Vernon, N.J.; Highland Park, N.J.; Los Angeles City, Calif.; Metuchen, N.J.; Montclair, N.J.; Mount Airy, N.C.; Newark, N.J.; North Brunswick Township, New Brunswick, N.J.; North Plainfield, N.J.; Pennsbury Schools, Yardley, Pa.; Ridgewood, N.J.; Rumson, N.J.; Rutherford, N.J.; Springfield, N.J.

In addition, particular acknowledgment should be made of the major share of responsibility carried by three consultants who did the background work in the development of three of the measures for this study: Elinor Yungmeyer, School Library Consultant, Michigan State Library, Lansing, Michigan, for her work on the Activities Checklist; Olive DeBruler, Instructor, Graduate School of Library Science, University of Illinois, Urbana, Illinois, for her work on "My Reading Notebook" and the methodology of checking on the amount and quality of reading; and to Marian Scott, Librarian, Senior High School, Westfield, N.J.; for her work on the development of the measure for the evaluation of the collection.

To our colleagues on the Advisory Committee who gave unstintingly of their advice and consultation go our thanks for their understanding and objective criticism: William E. Coffman, Director, Test Development Division, Educational Testing Service, Princeton, N.J.; Nancy Jane Day, Supervisor of School Libraries, State Department of Education, Columbia, S.C.; Anne S. Hoppock, Director of Elementary Education, Division of Curriculum and Instruction, State Department of Education, Trenton, N.J.; Mrs. Janet Z. McKinlay, Head, Bureau of Public and School Library Services, Division of the State Library, State Department of Education, Trenton, N.J.; Mary Helen Mahar, Specialist for School and Children's Libraries, Library Services Branch, U.S. Office of Education, Washington, D.C.; G. Franklin Stover, Professor, School of Education, Rutgers University, New Brunswick, N.J.; Margaret I. Rufsvold, Director, Library Science Division, University of Indiana, Bloomington, Indiana; and Ralph R. Shaw, Dean, Graduate School of Library Service, Rutgers University, New Brunswick, N.J. The advice and help of Dr. Coffman and of other members of the staff of the Educational Testing Service have been of particular value to the staff of the project.

The "jury of experts" who assisted with the Accessibility Rating Scale included: Dr. Stephen Lockwood, Principal, Pine Grove Manor School, Franklin Township, New Brunswick, N.J.; Dr. Berenice Casper, Professor of Geography, Trenton State College, Trenton, N.J.; Anne Voss, School Library Consultant, Bureau of Library Services, Trenton, N.J.; and Anne Tantum, Assistant Director of Elementary Education, Division of Curriculum and Instruction, State Department of Education, Trenton, N.J.

Anne Voss, Olivia Way, Librarian, Ridge Elementary School, Ridgewood, N.J., and Mrs. Martha Condit, Librarian, Nishuane Elementary School, Montclair, N.J., should be thanked for their help in rating books read by the sixth grade children in our cooperating schools, and Anna M. Lehlbach, Librarian, Chancellor Avenue Elementary School, Newark, N.J., Olivia Way, and Barbara M. Olson, Instructor, Queens College, Flushing, L.I., N.Y., for their help in connection with various aspects of the Library Skills Test.

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Mary V. Gaver, Director of the Project

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INTRODUCTION

Importance of the study. The most recent and most authoritative pronouncement on school libraries states that:

> Whatever form the soul-searching regarding the education of youth may take, sooner or later it has to reckon with the adequacy of the library resources in the schools ... In the education of all youth, from the slowest learner in kindergarten to the most intelligent senior in high school, an abundance of printed and audio-visual materials is essential.[1]

Although these opinions are held valid by many librarians and educators, the actual status of provision of libraries in the elementary school is still at a very low level. Whereas the provision of library services and facilities for secondary schools is almost universally accepted as a school board responsibility, this is not yet the case for elementary schools. The most recently published study by the U.S. Office of Education indicates that 28.89 per cent of the elementary schools were served by librarians. Of the schools with library service (but not necessarily with librarians), 38 per cent were served by centralized collections, fifty per cent by classroom collections only, and twelve per cent by other types of library service.[2] A more recent but as yet unpublished survey indicates some improvement in these figures; the status of centralized elementary school libraries is still, however, well below the fifty per cent mark. Even this low percentage varies widely from practically no provision in many states to a relatively high but still by no means total provision in a very few states.

Causes for this condition can only be conjectured; chief among them is the fact that many citizens and school administrators appear to feel that public library provision for children is adequate. The status of provision for public library service, as a whole, and of public library service for children, in particular, is itself, however, at widely varying levels. For example, Henne has stated that "The average public library in this country does not have a separate children's department, and it is erroneous to make generalizations for all public library service to children on the basis of what relatively few libraries can afford to do."[3] It is further asserted by educators and librarians alike that public library service is not accessible enough for all children in school, under the best conditions. Another cause for the low provision of elementary school library facilities is, no doubt, the competition for funds for various aspects of education at a time when demands for buildings, etc..are at an all-time high. Educators at the elementary school level have also tended to feel that "the self-contained classroom" and the peculiar needs of the elementary teacher demand collections of material for each classroom, on an independent basis. Finally, it must be acknowledged that in all too many cases where librarians and others have initiated the provision of centralized school libraries, facilities have been at such a low level or have been so administered that they did, in fact, deprive the teacher of resources which should rightfully be within the classroom.

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[1] American Association of School Librarians, Standards for School Library Programs. ALA, 1960, p. 3.

[2] U.S. Office of Education, Biennial Survey of Education in the United States — 1952-54. Chapter 6. "Statistics of Public-School Libraries, 1953-54." Washington, D.C., U.S. Department of Health, Education and Welfare, 1957. Note that "centralized school libraries" as used in this survey is equivalent to "centralized collections" and "school libraries" together, as defined later in the present investigation.

[3] Frances Henne, "The basic needs in library service for youth," Library Quarterly, 25: 39, January 1955. Note the verification of this assertion for the cooperating schools in the present study as detailed in Chapter II.

Whatever the causes, the condition has been of deep and continuing concern not only to school librarians but to educators in general and to parents in particular. Throughout the country there has been a strong movement, especially on the part of parent-teacher groups, to initiate elementary school libraries. Again, too frequently, such facilities as have been provided through PTA effort have been accepted by school authorities without going further in the adoption of this service as an essential part of the school program and therefore a school responsibility to finance and support. Such conditions have been of particular concern to state officials, especially to state supervisors and directors of school library services, who have expressed their need for research which would provide support for state programs aimed at securing establishment of elementary school libraries.

The justification for the provision of centralized elementary school libraries seems obvious to the person convinced of their essential nature but has not been substantiated sufficiently by research nor motivated by such factors as accreditation, which operates powerfully in the secondary field. The provision within each school of a wealth of materials suited to the ages, interests, and curricular needs of the children served by the school, the organization and administration of these materials for easy accessibility to children and teachers, and the provision of a program of instruction and guidance by personnel qualified and employed for the purpose -- all of this geared to the purposes of the school as an integral contribution to all aspects of the curriculum -- have provided the arguments for the establishment of centralized elementary school libraries.

The present investigation has therefore been designed in an effort to contribute to the solution of this problem by providing measures for those aspects of elementary school library provision on which their establishment is usually justified. The measures have been developed for the purpose of attempting to discriminate between centralized libraries in the elementary school and other transitional means of provision of such materials and services.

Statement of the problem. The purposes of this study were ~~are~~ (1) to develop instruments which ~~will~~ would evaluate the program of library services available in elementary schools in terms of (a) the provision of library-related materials, (b) the accessibility of resources and services, (c) the extent of library-related activities, (d) the degree of pupil mastery of library skills, and (e) the amount and kind of reading done by children and their purposes and interests in reading; and (2) to study the scores and ratings obtained on these instruments in terms of (a) their relationship to measures of educational achievement and community position and (b) their ability to differentiate between schools, having varying degrees of library provision. Measures of educational achievement were ~~will be~~ represented by difference scores in five basic curricular areas derived from grade equivalent scores of a standardized test administered at the fourth and sixth grade levels. Community position were ~~will be~~ indicated by (1) ratings of the occupational and educational level of the major wage-earner of the family, and (2) the number of outside-school activities in which school pupils participate. 159

Limitations. These include the following: (1) This study does not include a consideration of patterns of administration of school libraries, such as, for example, the question of operation of school libraries by public library agencies; (2) the study involves primarily traditional printed materials, i.e. books and magazines (in other words, it is not concerned with the school library as a center for audio-visual materials); (3) The study concerns itself primarily with the cumulative effect of library service, not with the growth of the pupil's facility in library skills and usage; (4) Factors such as pupil intelligence, teacher stability and proficiency, and educational climate of the school as indicated by administrator-teacher-pupil inter-relationships are not included in this phase of the study.

Population. There were two basic groups who responded to the measures used in this study. These were: (1) the teaching and administrative staffs of six schools representing one of three different library categories (see Chapter I) and (2) sixth grade pupils of these schools who had (a) been enrolled in the participating school or a school of similar provision for all six years of their school attendance and (b) had taken the Iowa Test of Basic Skills at the fourth grade level.

Method of conducting the study. The development of instruments to measure various aspects of library service (Phase I) is a necessary preliminary to a proposed study of the relationship of provision of library service to educational achievement (hereafter referred to as Phase II). A discussion of the implications of the present preliminary work and a proposed procedure for Phase II will be presented at the conclusion of this report. The present report concerns itself only with the work of Phase I.

In general, the instruments and procedures have been developed by specialists in the field of library service, making full use of previous research and the existing body of literature in the field. Following this developmental procedure, the tests, checklists, or rating sheets were tested in selected schools (see Acknowledgments), revised in the light of the results of their trial, and tested again. When preliminary results were judged satisfactory, the instruments were administered in the schools comprising the research population.

The developed instruments are of two different types and produce two different types of scores: (1) tests, report forms, and checklists which were administered to sixth grade pupils to yield individual pupil scores; and (2) checklists, rating sheets and evaluation procedures which measure the library situation existing in the school and yield school scores. Scores obtained on measures of the first type were correlated with all other measures of this type, including achievement and community position scores, and the significance of the obtained correlation coefficients for the total population studied. Differences between the obtained correlations of each school and each category were analyzed for significance. For measures of the second type, analysis of variance techniques have been applied to determine the significance of obtained differences between schools and between categories. The results of these two types of analysis will be used to select variables to be included in Phase II of this study.

Evaluation of previous research. In making the preliminary bibliographic search for this investigation attention was directed toward identification of those studies which had attempted to explore the relationship of elementary school library services and facilities to such factors as amount and quality of reading, educational achievement (especially in reading), and skill in the use of library facilities and reference books. As the work on Phase I progressed, it became necessary to search thoroughly the literature of specific areas, in addition. In this section, only the most important studies will be mentioned which proved to have real significance to the over-all purposes of the investigation. Several important studies which apply to specific areas are also referred to in particular sections of Chapter IV where they relate to the development of specific measures.

Although various aspects of the use of school libraries at the elementary level have been investigated for at least thirty years, it was found that even as recently as 1956 a study purported to evaluate the reading of "library books" which, in fact, used this term to mean "trade books" read within a classroom collection situation, not related to a school library, per se. This is not to gainsay the many studies which have been made on a variety of aspects of reading; our main difficulty at this point was the lack of a clear definition of what is a school library at the elementary level, as well as the paucity of research into the particular aspect with which this study is concerned.

The research of greatest significance for the over-all purposes of this investigation was found to consist of only four studies. Two of the most thorough, for our purposes, emanated from the Graduate Library School at the University of Chicago. Masterton appraised the validity of the hypotheses that (1) elementary school students make higher scores on reading tests when the school has a central library and (2) improvement in reading is more marked at all grade levels when a full-time librarian supervises an active library program.[4] Reading and IQ scores of children in the Horace Mann School in Chicago were studied during each of three specific periods at three different grade levels and, in addition, reading scores made by one group were studied through a six grade span. This study was limited to one school, located in a high level socio-economic community; such influences as "progressive increase in effective teaching methods and recent dynamic basic reading programs" were also recognized as possible factors affecting the results. In spite of these, the author concluded that "factual and graphic evidence lend support to the original allegations of the study." The writer would have to add to this last statement "for this one school only."

The second Chicago study was conducted by Monahan in two Gary, Indiana elementary schools. The hypotheses tested were that "(1) students in an elementary school with a central library read more books, (2) ... read more varied books in content and of better quality, and (3) ...make higher scores on standardized reading tests." Each school selected had similar organization, curriculum objectives, methods of teaching, and socio-economic background (based on U.S. Census data). Actual reading for a two-month period was compared with standard selection aids; reading achievement was studied on the basis of the Stanford Reading Tests and mental ability on the basis of the Otis Test. The first two hypotheses were substantiated by the research, but the third was not. The community studied in this case was made up of lower middle-class families predominantly native-born white, but with minorities of foreign-born and Negro, in contrast to the higher socio-economic class used in the Masterton study.

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[4] E. G. Masterton. "An Evaluation of the school library in the reading program." Thesis. Chicago, University of Chicago, 1953.

[5] M. Monahan. "Comparison of student reading in the elementary school with and without central libraries." Thesis. Chicago, University of Chicago, 1956.

In another study, Leavitt investigated the recreational reading of children in the fifth and sixth grades of twelve Friends' schools in the Philadelphia area.[6] Reading records prepared by the children during one school year were compared with three standard library lists. The median IQ, reading levels of the two grades, and socio-economic backgrounds of children in each school were also ascertained. The schools represented both central collections and school libraries, as defined for the present investigation. It was found that children with central libraries had higher reading totals, wider reading range, and greater discrimination in selection of recreational reading. This study was limited by the unusual background presumed to be common among the patrons of such schools, the lack of an objective measure of socio-economic background, and the lack of any test of library skills.

A fourth study provides evidence from an entirely different milieu.[7] The report of a regional library demonstration carried out in Wisconsin includes an evaluation of the project by Rector in which the relationship of educational achievement by elementary school children to the provision of bookmobile service for the rural schools of two counties was studied. He administered the Coordinated Scales of Attainment, 1950 (Educational Test Bureau, Minneapolis) and an extensive questionnaire concerning social backgrounds to eighth graders in both counties in 1950. Two years later, the top four rural grades of one county were tested by the same scale. The investigator reported that "it must be readily admitted that the effect of library service over so large an area and so short a time on any educational advancement is indeterminant. That is to say, whatever change one might find in attainment levels could not be attributed on the whole to better library facilities. However, in the absence of other supervisory, administrative, or curricular changes within the area during the period of the demonstration, those who were closest to the rural educational system of these two counties have readily stated that the effect of the library on the educational system not only has been good but in their opinion has been measurably demonstrated in higher attainment levels."

These four studies are the only ones identified by the writer in which the hypotheses or purposes were similar to the present study. In each case, measures applied or developed have been limited in scope, socio-economic backgrounds have been narrowly limited, and the insight gained has not been followed up by application of the study to a broad enough sample for valid findings. Findings are in fact limited to the specific cases. However, taken together the four studies do provide indications that in the variety of socio-economic situations used, provision of books at or in the school has a relationship to amount and quality of reading. The relationship to educational achievement cannot be considered established by these studies nor is there conclusive evidence of relationship to skill in the use of libraries and reference tools.

Broader insights for the general background purposes of the present investigation have been gained from two recent studies. Lowrie has recently completed an observation and analysis of the program of services in 48 schools in ten different school systems in as many states, having central elementary school libraries.[8] While largely empirical, the study reports a wealth of observation of the nature and outcomes to be expected where school libraries (as defined by the present study) have been established.

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[6] M. G. M. Leavitt. "Effect of school library facilities on fifth and sixth grade reading habits." Thesis. Philadelphia, Drexel, 1954.

[7] Wisconsin Free Library Commission, The idea in action, a report on the Door-Kewaunee regional library demonstration. The Commission, 1953. Chapter 4.

Finally, Goodman's study of 97 school systems in New York State which has as its purposes "to develop techniques for assessing the quality of education provided by a school system and to provide school administrators with effective procedures for identifying ways in which improvement may be achieved" promises to have particular significance for Phase II of the present research.[9] The solution to statistical problems achieved in carrying out this study appears to be significant for Phase II; furthermore, it is understood that in the continuing aspects of this study, financial data are being gathered on library services, including services at the elementary level, and that it is planned to correlate these data with each of the criteria of quality. When and if this work is completed, it will have special significance for the present study.

In summary, the research to date has been limited in the nature of the measures used, limited in the variety of socio-economic and educational situations in which the measures have been applied; the findings have been correspondingly inconclusive but do suggest that a large-scale study over many types of communities, schools and library provisions is justified.

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[8] J. E. Lowrie. "Elementary school libraries: A study of the programs in ten school systems in the areas of curriculum enrichment and reading guidance with emphasis on fourth, fifth, and sixth grades. School of Library Science, Western Reserve University, February 1959. Doctoral dissertation.

[9] S. R. Goodman. The assessment of school quality. Albany, State Department of Education, Research Offices, March 1959. 65 p.

CHAPTER I

SELECTION OF COOPERATING SCHOOLS

As stated in the Introduction, the criteria decided upon for the selection of the cooperating schools were limited to three:

(1) each school should include only grades K or One through Six, inclusive;
(2) there should be available in each school a past common measure of educational achievement; and
(3) the schools should represent, in pairs, three categories of library provision.

For the purposes of the investigation these categories of library provision were defined as follows:

I. Classroom collection only. A semi-permanent or temporary collection of books deposited in a classroom by a public or school library or by the bookmobile, and/or a teacher-built collection kept permanently in the classroom.

II. Centralized collection. A "transitional model" such as a central collection administered by a teacher in addition to teaching duties or by a PTA member. (It was assumed that in most cases these would be supplemented by classroom collections.)

III. School Library. An organized central collection of books and other materials, broad in variety and content, housed in a room in a school for the use of students and teachers and under the direction of a librarian. (It was assumed in this case, also, that school libraries would as a rule be supplemented by classroom collections.)

The Roman numerals used above in defining the three categories are used throughout the rest of this manuscript to identify these three categories. The selection of cooperating schools for this investigation therefore required the identification of six schools within reach of project headquarters which represented these three characteristics.

The first step involved a preliminary study of the characteristics of elementary school libraries, for two purposes: (1) to determine for New Jersey schools the specific values of the criteria tentatively considered for utilization in the selection of the cooperating schools, and (2) to test whether these values for New Jersey schools were representative of the national situation, thus justifying the selection of schools having school libraries from those in the state of New Jersey.[1] A questionnaire was sent to two types of schools: (1) all those elementary schools in New Jersey, Pennsylvania, and Connecticut which had an employed librarian in charge, using the school library directories of each state as a guide; and (2) an arbitrary sample of elementary schools in ten other states identified as having an employed librarian and representing a range of excellence, selected by state or local supervisors or library school instructors. Questionnaires sent totalled 338 and the number returned was 288; the number of usable returns was 272, which represented 81 per cent usable returns. The survey therefore provides data on the excellence of service in a selected group of elementary schools having at least two characteristics in common: a central school library collection and an employee in charge of the library.

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[1] Complete report in "Report on Inquiry No. 1, April 1, 1959" 7 p. mimeo. Available from Project on request as long as supply lasts.

Findings on four of the criteria in 271 schools in thirteen states are presented in Table I.

TABLE I

NUMBER, RANGE, MEAN AND MEDIAN ENROLLMENT, NUMBER OF VOLUMES, AND SCHOOL BOARD ALLOTMENT PER CHILD IN 271 SCHOOLS IN 13 STATES

STATE OR STATE AREA	NUMBER OF SCHOOLS	RANGE	MEAN	MEDIAN
		ENROLLMENT		
Connecticut	39	108 - 1050	528	561
New Jersey	119	106 - 1872	626	536
Pennsylvania	31	190 - 1020	561	543
Other[1]	82	158 - 1610	668	645
Sub-totals:				
New Jersey area[2]	189	106 - 1872	596	541
Non-New Jersey area	152	158 - 1610	613	603
TOTAL	271	106 - 1872	618	580
		NUMBER OF VOLUMES		
Connecticut	39	100 - 6330	3738	2732
New Jersey	118	300 -12000	2565[3]	2340
Pennsylvania	31	400 - 6050	2640	2660
Other[1]	83	153 -10000	4058	3750
Sub-totals:				
New Jersey area[2]	188	100 -12000	2670	2455
Non-New Jersey area	153	153 -10000	3510	3251
TOTAL	271	100 -12000	3189	2777
		ALLOTMENT		
Connecticut	29[4]	$0.18 - $10.65[5]	$1.40[6]	$1.07
New Jersey	117	0.11 - 5.87	1.05	0.84
Pennsylvania	26[4]	0.50 - 3.75	1.75	1.00
Other[1]	75[4]	0.25 - 9.60	1.38	1.14
Sub-totals:				
New Jersey area[2]	172[6]	$0.11 - $10.65	$1.22[6]	$0.83
Non-New Jersey area	130[4]	0.25 - 9.60	1.55	1.11
TOTAL	247[6]	0.11 - 10.65[6]	1.30[6]	0.93

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[1] Other states include Kansas, Maryland, Michigan, New York, North Carolina, Oklahoma, Oregon, Texas, Virginia, and Washington.

[2] The New Jersey area includes Connecticut, New Jersey and Pennsylvania.

[3] Includes three schools which are known to serve as material centers.

[4] The smaller number of schools in this section is due to the fact that some schools did not report this information in usable form.

[5] The school in Connecticut which was given this allotment is a new one, and the money was used to establish the library. This amount will diminish next year. The next highest allotment figure in Connecticut is $4.20.

[6] This figure does not include the school reporting an allotment of $10.65.

Although the New Jersey schools have a high mean enrollment, they are lower than the schools of other areas in mean number of volumes and mean allotment. The New Jersey sample is larger, however, and therefore more likely to be representative of the true situation in the state.

Data on schools in the upper quartile of the New Jersey distribution were also studied and it was found that this distribution had a mean above that of the total group, and indeed above those of the non-New Jersey schools. This indicated that the upper range of the distribution of schools according to these three criteria is represented among New Jersey elementary schools.

It was also desired to test the average number of books per child available to the children in New Jersey elementary schools having school libraries as well as in the other areas surveyed. Data on this factor are presented in Table II.

TABLE II

AVERAGE NUMBER OF BOOKS PER CHILD
ACCORDING TO STATE AND GEOGRAPHICAL AREA

STATE OR AREA	AVERAGE NUMBER OF BOOKS
Connecticut	7.1
New Jersey	4.1
Pennsylvania	4.7
Other	6.1
Sub-totals:	
New Jersey area	4.5
Non-New Jersey area	5.7
TOTAL	5.2

It is interesting to compare the data from this study as presented in the foregoing tables with data just secured from a sample survey made by the U.S. Office of Education of elementary schools having centralized libraries, as shown in Table III.[2]

TABLE III

COMPARISON OF DATA FROM NEW JERSEY STUDY
WITH NATIONAL ESTIMATED AVERAGES

	1957-58		1958-59
	N.J.	Total	United States
Av. No. of vols. per pupil	4.1	5.2	4.6
Av. exp. per pupil for books in centralized libraries	$1.05	$1.30	$1.43

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[2] Data in letter from Mary Helen Maher, May 31, 1960. "These have not had variance analysis and so are not official figures, but you may use them as estimates. Figures are nationwide averages for 1958-59."

From a study of the data above and on the basis of our knowledge of the nature of the samples used in each case, it was concluded that the median is a more truly representative figure for this study. The New Jersey schools are lower in every respect on median scores and for the data in Table III are also lower on the mean scores. Even when the more representative character of the New Jersey sampling is taken into consideration, however, it is evident that New Jersey schools are lower in provision of books and allotment per child; it was, however, determined that there are schools in New Jersey which are at or above the national mean, and would therefore be acceptable for our purposes.

A study was also carried out of the grade ranges within New Jersey elementary schools and of the literature on the subject, on the basis of which it was determined that the distribution of grades within the New Jersey schools is sufficiently close to the national distribution to permit selection of the cooperating schools from this group.[3] Data in Table I show that the mean enrollment of 119 schools in New Jersey having an organization which would place them in the "school library" category was 626, the median 526. Although it had been originally felt that the schools should be selected from those having three to 500 enrollment, this information indicated that the population range should be broadened to include schools of from three to seven hundred enrollment.

Another criterion about which information was desired was the amount of time for which the services of a librarian was available to children in schools with school libraries. Data on this aspect of the study are presented in Table IV. It will be seen from a study of the data in Table IV that in New Jersey schools a significantly larger proportion of librarians work half time or less in one school than is true in the schools in other states surveyed. For selection purposes, then, it would again be essential to make the final selection from the upper group of New Jersey school library situations, in which librarians are working half time or more in one school.

Additional information was gathered by Inquiry No. 1 relating to other aspects of elementary school library facilities and resources in the areas surveyed, but are not reported here since they proved to be tangential to the main inquiry.

The final step in the selection of schools involved the identification of schools which met the criterion of availability of a past common measure of educational achievement.

A preliminary investigation of school library situations in Essex County, New Jersey (where a number of school library situations which met our preliminary criteria were known to exist) was carried out and it was determined that the tests of educational achievement used in these schools represented almost no common basis of choice. It was therefore decided to survey all the elementary schools of five counties in central and northern New Jersey, plus the selected cities in Essex County known to have school libraries. A short questionnaire was developed to secure data on enrollment, grade distribution, testing program, and willingness to cooperate in the study; these were mailed to each school, many of which were also contacted by telephone.[4] A total of 582 questionnaires were sent out from which

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[3] See for example William T. Gruhn and Ellsworth Tompkins, "Emerging patterns of school organization: What's the best?" NEA Journal 45: 496-8, November 1956.

[4] Complete report in "Inquiry No. 2 - Selection of schools for research project." 18 p. dittoed. Available from Project on request as long as supply lasts.

TABLE IV

NUMBER, PER CENT OF SCHOOLS, AND AMOUNT OF TIME DURING WHICH SERVICES OF A LIBRARIAN ARE AVAILABLE IN 273 SCHOOLS IN 13 STATES

TIME	CONN.		N. J.		PENNA.		OTHER		N.J. AREA		NON-N.J. AREA		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Less than 1 to 1 day	5	13	35	30	4	13	10	12	44	23	19	12	54	20
From 1 to 2 days	12	31	21	18	3	10	9	11	36	19	24	16	45	17
From 2 to 3 days	6	15	19	16	9	29	10	12	34	18	25	16	44	16
From 3 to 4 days	—	—	1	1	4	13	4	5	5	3	3	5	9	3
Full time	10	26	30	25	10	32	49	58	50	27	69	45	99	36
Total	33	85	106	90	30	97	82	98	169	90	145	94	251	92
No response	6	15	12	10	1	3	2	2	19	10	9	6	21	8
TOTAL	39	100	118	100	31	100	84	100	188	100	154	100	272	100
Half time or less*	20	61	65	62	11	34	24	29	97	57	55	38	121	48
More than half time*	13	39	41	38	19	66	58	71	72	43	90	62	130	52
TOTAL	33	100	106	100	30	100	82	100	169	100	145	100	251	100

*Percentages based on those schools reporting, not the total number responding to the questionnaire.

a 76.8 per cent return was received before our cut-off date.

Findings from this survey included the following:

(1) Data from schools of the desired grade range constitute less than half of the total returns.

(2) In every case the lowest percentage of schools falls in the "school library" category.

(3) For schools with K-6 grade distribution desired for the project, the percentage of schools in the "centralized collection" category exceeds that in the "classroom collections only" category in three of the five counties, but in no case are these differences statistically significant.

(4) Since the city schools were selected with some previous knowledge of library facilities, it is not surprising that the "school library" category was outstanding in their case.

(5) The schools in these five counties tended to be either very small or very large; the schools in the selected cities tended to be large.

(6) For schools having "classroom collections only" it was possible to select from 44, or 63.8 per cent of the schools responding to the questionnaire. For schools having "central collections" a slightly better opportunity for selection was presented since 50 of the 69 schools, or 72.4 per cent of those responding to the inquiry fell within the prescribed population limits. Only 36,or 34 per cent of the schools in the "school library" category fell within the proper grade range and population limits. No schools from the selected cities administered tests of appropriate types so that they could be included.

(7) Willingness to cooperate with the study was at a high level. Only 24.6 per cent of all schools responding showed some lack of interest in working with the project.

It is obvious from these findings that factors involving the school library and the schools so organized assume a proportionately greater importance in the matter of selection of schools for the proposed project.

It was in connection with the last criterion -- the common measure of educational achievement -- that the most difficulty was encountered. The returns show wide variation in types of tests used, in specific tests administered within each type, and in grades at which the different tests are administered. If provision were to be made for some possibility of choice of schools in each category, it was found that a test used as a criterion measure would have to be included in one of the following groups: (1) Intelligence tests: California Test of Mental Maturity, Kuhlman-Anderson, or Otis; (2) Achievement tests: Iowa Test of Basic Skills or the Stanford; (3) Reading tests: Gates or Metropolitan Reading Readiness. Since at this point in the project it is the purpose to study educational achievement, neither intelligence nor reading tests can be regarded as satisfactory criteria. If recency of development or revision was to be considered, the Iowa Test of Basic Skills had to receive first consideration. The project staff decided at an early date that this would in fact be the most desirable instrument to administer to the sixth grade children, because of (1) its high reliabilities for the specific grade, (2) the inclusion of school norms as well as individual pupil norms, (3) the recency of the revision of the test, and (4) the inclusion of a study skills subtest in the battery. Corroboration of this decision was found in the fact that, in the survey, there seemed to be more of an equal representation of schools using this test among the three library categories, thus providing about the same opportunity for choice. Data on the administration of the Iowa Test of Basic Skills in New Jersey schools as determined by the survey are tabulated in Table V.

TABLE V

GRADES IN WHICH THE IOWA TEST OF BASIC SKILLS IS ADMINISTERED IN K-6 SCHOOLS IN FIVE NEW JERSEY COUNTIES AND SOME SELECTED CITY SCHOOL SYSTEMS BY NUMBER, PERCENTAGE IN LIBRARY CATEGORY [%(C)] AND PERCENTAGE IN GRADE DISTRIBUTION [%(GD)]

	Grade														
	Three			Four			Five			Six			Total		
Library Category	N	%(C)	%(GD)	N	%(C)	%(GD)	N	%(C)	%(GD)	N	%(C)	%(GD)	N	%(C)	%(GD)
I	5	16.1	29.4	10	32.3	27.8	12	38.7	30.0	4	12.9	22.2	31	100.0	27.9
II	6	13.95	35.3	16	37.2	44.4	15	34.9	37.5	6	13.95	33.3	43	100.0	38.7
III	6	16.2	35.3	10	27.0	27.8	13	35.1	32.5	8	21.6	44.4	37	100.0	33.3
TOTAL	17	15.3	100.0	36	32.4	100.0	40	36.0	100.0	18	16.2	100.0	111	100.0	100.0

As the table above indicates, more schools administer the test at the fourth grade than at the third grade level (36 as opposed to 17); since some indication of educational gain could be secured by comparison of fourth and sixth grade levels, it was decided that this would be an acceptable criterion.

On the basis of these two studies, members of the project staff identified and visited schools in eleven school districts which were willing to cooperate and presented the desired criteria. An "Explanation of the Project" and a "Guide for Interviews" were used as background information presented to each school. On the basis of the visits, five schools (two in the "central collection" category, two in the "classroom collection" category, and one in the "school library" category) were invited to participate and accepted the invitation. One school in Pennsylvania which represented the "school library" category and the other desired criteria was identified by the director of the project to complete the roster of six schools. The communities and schools selected on the basis of the procedure just outlined, are described in the following chapter.

CHAPTER II

DESCRIPTION OF COMMUNITIES AND COOPERATING SCHOOLS

The purpose of the following description of communities and schools is to provide a picture of the environment in which this investigation has taken place and to explore the possibilities for variables to be used in Phase II of this investigation. The information below is presented on the basis of professional judgment of the project staff gained during one school year, statements and data secured from school and library personnel, and objective data from the sources cited. Data are presented in four tables at the end of this section. The communities, the selected schools, and their neighborhoods, are grouped below according to their school library categories in order to clarify for the reader the relationships pertinent to this research. At the specific request of some of the administrators who cooperated with the project, communities are not identified.

Community A. This township of 26.8 square miles is part of a complex of interlocking townships and boroughs in Pennsylvania in an area that was almost entirely rural before 1950, but which changed almost overnight as a result of the building of a huge steel mill and its related real estate development. The township has grown in population over 700 per cent in the decade; the little Quaker village which was the community in 1950 is now almost lost in the encroachment of small homes and service agencies which have mushroomed around it. These homes have been purchased by young married couples whose growing families now make up a major portion of the population. The head librarian of the high school estimated in 1958 that fifty per cent of the population were high school seniors or younger! The cost of education, excluding debt service and capital outlay (which have been enormous in this period), is below the median for this region but well above the median for the United States as a whole.[1] The implications for high cost of education to be borne by a relatively small proportion of the population are obvious. The region is easily accessible to the cultural facilities of Trenton and Philadelphia, as well as to Bucks County which is rich in recreational and cultural potentialities. An extension branch of Temple University is maintained in the local senior high school.

The township's public library is particularly interesting. Established in 1802 as a private library, it "dedicated itself to the service of all of Bucks County." It has maintained its private status but no longer aims to serve more than the immediate community; its location immediately across the street from the school means that many children make use of it, in spite of its short hours and part-time staff. The township also contributes to the support of a regional library established in 1958 by the newcomers in this area. Although the public library facilities available to both children and adults in this community appear to be the least adequate of any of the communities in this study, there is evidence of strong popular support for better library services and assurance that the regional library, at least, will eventually be more adequate.

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[1] As reported by the Cost of Education Index in New York Times, March 27, 1960 and in School Management, June 1960. The median for Region 2 (including New York, New Jersey and Pennsylvania) is reported as $376 and for the United States as a whole as $260.

School A. The school used in our investigation is in the heart of the old Quaker village; administratively it is part of a Pennsylvania "jointure" combining two townships and one borough which maintain a senior and two junior high schools, seven elementary schools and two "satellite" schools. The largest per cent of breadwinners in this neighborhood have a high school education and are clerks or kindred workers.[2] The school is a combination of an old building with a modern annex; it has an enrollment of 706 with an average class size of 30. Expenditure per pupil for library materials is well above the national average but below that of School B, unless the amount allotted for audio-visual materials is added. Special educational services include music, art, physical education teachers, a librarian, a nurse, a matron, and the principal and his secretary; these specialists work solely within this school. Although the stability of the faculty within the jointure is high, the school administration follows a policy of rotation of assignments among the schools, so that stability within the school is apparently lower than in the New Jersey schools included in the study. In March 1960, a "satellite" school of four classes was opened, which receives library and other specialist services from the staff of School A.

The reading program of this school is one in which extensive use is made of texts (the Ginn series is used), supplementary texts, and other teaching materials, based on careful supervision by the principal. Each classroom has its own series of books on varying grade levels, of varying difficulties, and on varying subjects. Two central storage rooms are maintained from which additional materials may be easily secured; many of these books are actually "trade books." The principal works with each teacher by placing the child in his special reading group, by discussing and analyzing test results, and by frequent visits in the classroom to listen to each group of children when they are ready to move on to the next reading level.

The school library is directed by a full-time librarian who has permanent Pennsylvania teacher-librarian certification. The program of library services is closely integrated with both the reading program and the study of other subjects. Although evaluation of audio-visual materials is excluded from this study, it should be stated that this library serves as a materials center for the school. Every grade from kindergarten through sixth comes to the librarian for selection of books and for instruction in the use of the library, with leeway in the schedule for incidental use as well. As soon as children in the first grade have reached a "free reading level," they are permitted to take books from the library. All schools in the jointure have librarians and the head librarian of the senior high school serves as coordinator. Results of the work of all school librarians have been the production of a manual of common practices (in technical processes) and a manual on "Library Instruction, Scope and Sequence K-12" which is followed in each school.

The school board makes regular allotments for library books, library supplies, and audio-visual materials. The amount per pupil for library materials ($2.34) is almost one and a half times that reported by the U.S. Office of Education as the average expenditure per pupil for books in schools having centralized elementary school libraries and the number of volumes per pupil (8.1) is close to double the average reported.[3] The librarian serves as coordinator in the selection of materials with the help of teachers and final approval by the principal. Classroom collections are drawn from both the library and the storage rooms for supplementary texts. Teachers make considerable use of community resources, materials observed in the classrooms constituted a wide variety of posters, globes, supplementary readers, art materials, models, aquariums, magazines, games, recordings, maps, charts, anthologies and sets such as "Golden Book Encyclopedia," science corners, as well as bookshelves, tables for library corners, and library books.

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[2] See Chapter III of this report for procedures used in developing this measure.

Community B. This town of only 5.7 square miles is located in north Jersey about ten miles from New York City. It is one of the older, well-established "bed-room communities," many of whose residents commute to work in New York or Newark. It is assumed that the median income in 1950, well above the median for both the state and the nation, has increased proportionately in the past decade. The director of the public library estimates that community residents have maintained their position of leadership in socio-economic status during this period of rapid change. The population has increased in size, causing pressures on the public schools and an expanded building program, but not nearly to as great an extent as in some of the newer communities in this same county. The town consists almost entirely of well-kept, imposing one-family homes on large lots, with only a few "garden apartment" developments. The 1958-59 expenditure for education of $525 per school child places it in the "top tenth" according to School Management's Cost of Education Index. The school system now consists of one senior and two junior high schools and six elementary schools, with plans for additional building under way. The schools have long been characterized by a reputation for high quality and close liaison between school administration and civic and parent groups. The community is within ten to fifteen miles of at least three colleges and the cultural and educational resources of New York City. In addition, there are many local resources such as a school camping program, a summer science program, and a bird sanctuary.

The public library is a well established municipal library located in a handsome building in the center of town, crowded to the eaves by its excellent collection of 2.5 volumes per capita. With its separate children's room, large collection of children's books, and special staff members for work with children, it ranks at the top of the communities in this study in public library service, but is at the same time the most distant from the cooperating school. A new building just approved by the voters will bring it no closer to this school but will provide facilities adequate for its collection and for expanded services.

School B. The school selected in Community B is located in the northeastern corner of the town in an attractive residential area, as are all the schools in this town. It actually consists of two buildings one block apart: an older well-renovated building houses the upper grades while a newer building houses the kindergarten and primary grades. Both buildings are administered as one unit, by a principal, vice-principal, and two secretaries. Special consultants are provided in the fields of art, home-making, music (vocal and instrumental), physical education, reading, science, social studies and outdoor education. A full-time librarian serves both buildings. There are also a psychologist, a speech therapist, a director of cafeterias, and a coordinator of elementary education. The average bread-winners in this neighborhood have some college education and are business men; this finding appears to correspond with the principal's estimate that their socio-economic status is that of upper-middle class. Stability among the faculty was evidenced by good morale observed during many visits by the project staff. All faculty members have bachelor's degrees, several have master's, and two are working beyond the master's degree.

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[3] See Table IV for specific comparisons on these data.

The reading program in this school is based on the use of the Scott, Foresman series, in conjunction with the Row, Peterson series. The principal's statement, however, reflects a pervading concern for "grooming" the program to each individual child, for well-rounded lessons, an emphasis on wholesome educational climate, and development of a continuous program from kindergarten through the sixth grade. Throughout there seems to be a deep concern to make reading an enjoyable activity, adapted to the needs and interests of each child. Most teachers organize their work around groups of six to eight youngsters, all more or less at the same achievement level, but a few are reported to be using the individualized method.

The school library is organized like the school itself — that is, there are two separate libraries serving the grades in each building with collections tailored to those grade levels. Both are completely equipped and organized, administered by one full-time librarian who is qualified with a New Jersey school librarian's certificate. She is assisted by a half-time clerk and a group of 24 PTA mothers who perform many clerical duties and help in a variety of other ways, and by a library club of children above the fourth grade level. Both libraries are kept open and accessible for use by teachers and children at all times. Classes are scheduled for regular visits, with their teachers, and there is also leeway for additional incidental use. Classroom collections are provided from the school library by teacher and pupil selection, as well as from two bookrooms in the main building and one in the annex. Materials in the bookrooms are also organized for easy access and use by teachers.

All schools in this system have librarians and collections have been built up over a period of years so that all provide library materials carefully selected, on the same basis in all schools. In this school the amount spent by the school board per child ($2.97) and the number of library books per child (9.1) are in each case double the amount reported as the U.S. average. This library, unlike School A, does not serve as a materials center, although the central school administration is presently in the process of reconsidering its policy on provision of audio-visual materials. Also, unlike School A where there is a coordinator of school libraries, the librarians in this community work on an informal cooperative basis, meeting once a month for budget preparation and joint consideration of other problems. A "Library Guide" on instruction in the use of the library, for both teachers and librarians, has been in preparation for three years by a joint committee of teachers and librarians at all grade levels and will be printed in the summer of 1960. In the meantime, its preliminary editions have been the basis of the program carried on in each school. When the classrooms in this school (including the annex) were visited, it was obvious that extensive use was being made of community resources and that a rich variety of teaching materials had been provided — globes, maps, diagrams, aquariums and terrariums, magazines, special display cabinets, records and record players, even a guinea pig, games and puzzles, as well as the greatest variety of library books observed in any of the six schools. A special program in this school system is an annual visit to the public library scheduled for each elementary class.

Community C. This community is in the same county as the one just described, is the smallest in area -- 2.4 square miles -- and is even closer to New York, within sight of the Empire State Building. It too is an older established "bedroom community" which in 1950 had almost the same educational level and the same population as Community B. It has grown at a slower rate than its neighbor, and its income level has probably also remained relatively lower, though still above the state and national median. The director of the public library reports that the in-migration has been of people with a generally lower socio-economic status than the older residents; although this statement will have to wait for completion of the 1960 census for confirmation, the data for the school in this study seem to agree with her judgment. The community has two high schools and five elementary schools; there are also one parochial high school and one parochial elementary school. The cultural facilities are oriented toward New York and Newark and several New Jersey colleges are within easy driving distance. The per student cost of education places Community C just over the edge of the top tenth (for the last year only), but still well below the level of Community B.

The public library is housed in a new modernistic building on a strategic corner in the center of town, only six blocks from our cooperating school. Its present director has been in office for less than two years; the reorganization of the collection now under way suggests that the 1.4 volumes per capita now reported in the collection will be reduced in number but strengthened in quality if financial support continues its present upward trend. Like many other libraries of this size, it presents the characteristics of a branch library in a large system but lacks the resources of the large system as a basis for program and services.

School C. The school selected in this community is close to the center of town but on a quiet residential street with substantial homes surrounding it. A large imposing building which appears to have been built in the 1930's, it formerly included junior high school grades and is unusual today in having a few empty classrooms. Its average class size is the lowest of the schools in the present study. The parents of the sixth grade children in this school, on the average, have some college education but are occupied as clerks and kindred workers. The principal's estimate, however, placed the present socio-economic status as upper-middle class. The fact that school budgets have been defeated twice in recent years reflects stresses caused by the recent growth and in-migration and perhaps also fluctuations in community leadership. All teachers in this school have the bachelor's degree and the principal believes it to be a stable faculty. Special educational services include a nurse, teachers in physical education, speech, art, remedial reading, instrumental and vocal music, science, as well as a teacher of a special class (educable children). The science teacher serves this school alone; other specialists are shared with other schools.

The reading program of the schools is described in a "Reading Bulletin" issued in September 1957. For kindergarten through eighth grade, the Scott, Foresman series is used but is not intended to "limit the variety, quantity, or difficulty of materials which may be used ... as supplementary reading." The guidebooks, workbooks, and tests of this series are presented as an essential part of the program and procedures are outlined for making use of the reading consultant.

The library provision in this school is at present at the level defined for our investigation as "central collection," but when the school included junior high grades it had a librarian and would have been classified in our "school library" category. When these grades were withdrawn three years ago, the librarian position was also terminated; the school's library had been operated as a branch of the public library, which withdrew from the cooperative arrangement at this time leaving some of its books in the school. As a result, the collection as it now exists is well organized and physical facilities are the equal of those provided in School B, in the school library category. The library is now operated by a committee of PTA mothers whose chairman is actually a librarian employed in a nearby college library. The school board allotment for library materials provided $1.25 per child last year, less than the United States estimated average. This is supplemented by $325 for "pupil-teacher reference" which evidently provides the source for purchases by each teacher for classroom collections. Selections for the central collection are drawn from suggestions made by each teacher, with final approval by the principal.

Classes above primary grades are regularly scheduled to the library, at which time the PTA mothers take charge of circulation of books while the teacher supervises the class. There is no evidence of any program of services other than book distribution nor of an instructional program in library use other than that carried out by teachers as a normal part of class routine. When the classrooms in this school were visited, a variety of teaching materials were noted, such as star maps, animal maps, records and record players, globes, encyclopedias on trucks. Only a few of the rooms have space for a library corner as such. The use of community resources in this school was superior to that observed in Schools E and F but less adequate than that observed in Schools A and B. The principal reports, however, that 80 per cent of the teachers make use of such resources as the Newark Public Library, the Newark Museum, and the local speakers bureau.

Community D-E. This community is designated by the hyphenated letters because it provided two schools for our investigation, one in the "central collection" category and one in the "classroom collection only" category. These are differentiated in the discussion below.

This community is small in area compared to Communities A and F in this study — only 3.5 square miles. Located in west central New Jersey, it is just on the fringe of the metropolitan New York area, with a sizeable proportion of its population commuting either to New York or Newark. The median income in 1950 was above both the New Jersey and United States medians.[28] In contrast to the newer communities around it where research laboratories are attracting people with advanced education, the county librarian states that Community D-E has remained stable and is "still the same type of community it was in the 1930's except that people are earning more money." The percentage of increase in its population in the past decade is also less than that of many other communities in the same county, although several new schools have had to be built, including an annex to the high school. Cultural and recreational facilities derive primarily from a larger town immediately to the south. It is less than fifteen miles from the state university and there are more generous facilities, for example, for camping, summer playhouses, etc. than would be found in many other areas of the country.

The public library is an association library, i.e. free service is given to the public but it has not been "municipalized" so that tax support is mandatory. The town contributes both to the support of this library and to the county library whose headquarters are about ten miles distant. Of the five communities studied, this public library ranks fourth in number of hours open and third in amount of support. An achievement of the past year has been the addition of one staff member for service to children. Its collection of 1.1 volumes per capita consists of over fifty per cent county library books deposited on long term loan. The public library is centrally located for service to the town; it is one mile from School D but only four blocks from School E.

In this town, two schools were used for our investigation. The school system now consists of one high school and five elementary schools. There are also a parochial high school for girls and one parochial elementary school. The cost of education in 1958-59 was well above that for this region and for the United States, according to the "Cost of Education Index" already referred to.

The reading program for both schools used in this study appears to be uniform for all schools in the system. The director of elementary education reports that in each classroom there are at least three reading levels or "divisions." The Scott, Foresman Basic Reading System is followed, with many other readers used as supplementary materials at all grade levels. There are two remedial reading teachers for the system who work with children in all schools. Classes for educable and trainable children are maintained but are not housed in either of our selected schools.

School D. School D which falls in our "central collection" category is in a residential area and is a relatively new building. The average bread-winner of this neighborhood is a business man with some college education. In addition to the principal, a vice-principal, and a secretary, this school has the services of a speech therapist, and a music and art specialist (as well as the remedial reading consultant noted above).

The room housing the central collection found in this school is less than classroom in size, equipped with three tables and chairs, with shelves on both sides of the room. The books are simply cataloged, classified, and marked. Although the school board allotment amounts to about half the national estimated average the collection in size is well above the national estimated average per child. This undoubtedly reflects the additional sums allotted by the PTA and a long-term concern with the library by the local PTA, as reported by the county librarian who originally assisted in organising the collection. Selection of books to be added to the collection comes from the PTA Library Chairman and the teachers, with final approval by the principal. The school board allotment is split between central and classroom collections and there is no procedure for coordination of selection. The PTA Committee keeps the library open four afternoons a week with the help of twelve pupil assistants and classes above primary level are scheduled to go to the library once a week. When this school was visited, no class was observed although the schedule called for class attendance; three pupil assistants were on duty. Supplementary materials in this school are stored in classroom shelves and in storage closets. Teaching materials observed in the classrooms and facilities such as library corners varied from some classrooms with practically nothing except teacher-made materials and no library corners to others with a rich variety of teaching materials including displays, globes, maps, charts, reference tools such as a Hammond Atlas and "Our Wonderful World," and a few library books kept in library corners.

School E. School E is in the center of this same town and is the original building from which children were dispersed to new ones as they were built; it also houses the office of the superintendent. Its neighborhood is a combination of down-town business and older residences. The average bread-winner in this neighborhood has at least some college education but works as a clerk or in other kindred occupations. The building is old, with a small annex at the back; it is well kept though crowded and noisy. Its principal has charge of two schools and is also director of elementary education. In School E a very capable sixth grade teacher serves as assistant principal with the help of a secretary. This school also has the help of a speech therapist, two music specialists, an art specialist, and a remedial reading teacher.

The library provision in this school is that of "classroom collections only." The school board allotment for library materials is reported to be the same as that for School D, which provides more on a per student basis than in School D. The collection, however, is 3.2 volumes less per child than in School D. The long-run effects of a disastrous fire in School E about ten years ago and a lower level of PTA concern with library provision may partially account for this situation. The teaching materials provided in the classrooms of this school presented some variety -- maps, globes, accumulations of magazines, some models -- but did not show the rich use of community resources observed in either Schools A or B. All materials, both supplementary textbooks and library books, are stored in closets and on shelves in each classroom. Each teacher selects books for her classroom with no over-all provision for coordination. Compilation and distribution of a list of books with which every child should be familiar was reported as an annual library activity.

In both Schools D and E, teachers seemed to have little awareness of community or county library resources. The county librarian commented that teachers in this community appear to be oriented in the opposite direction from the county seat, a condition partially explained by the location of this town in a northerly "pocket" of the county.

Community F. This large township of 31.5 square miles is located in central New Jersey and its chief characteristics at present are those of rapid growth, building of many small and large industrial concerns, and pressure for adjustment of the school system to a rapidly expanding school population. Percentage of increase has been less than half that of Community A but almost double that of Communities B, C and D-E. There are many modest homes and housing developments, next to older one- and two-family houses, as well as several trailer camps. Large industrial establishments (such as a motor assembly plant) have been built here recently. Many streets are still unpaved. Two important divisive factors are the facts that the township surrounds an independent borough like a doughnut around its hole and is in addition bisected by one of the busiest truck routes in the nation. This highway forms a "Chinese wall" to bar the passage of any but the most courageous pedestrian. No data are available from the U.S. census on income level. The community now has two secondary schools, both built within the past few years and both now operating on double shifts, and nine elementary schools. There are two parochial elementary schools and undoubtedly some children of high school age go to parochial schools in nearby towns. The cost of education is below the median for Region 2 but above that for the United States as a whole. Cultural facilities within the township are meager and are supplied primarily by its nearness to the state university -- less than one mile from School F.

The township's public library is also suffering the pains characteristic of a community growing so rapidly in so short a time. It is now located in a rented store building a little more than a mile from our cooperating school, but across the truck highway and therefore normally inaccessible to children in this school. It operates several small "branches" in school buildings which are opened briefly each week by assistants who are paid a small sum for this service. This service is reflected in the high proportion of juvenile registration reported by this library, since all children in these school "branches" are automatically counted as registrants. The total collection of this library provides only 0.4 of a book per person for the township. Its staff consists of two and one-third persons with no full-time librarian for children's services. Its low hours open (32 per week) and average support for the past three years of only 48 cents per capita combine to indicate a drastic need for greater local support as well as for federation with neighboring libraries to form a more adequate foundation for services and resources.

School F. The school used in this investigation is located on the southern edge of the township. It is an old and crowded but well-kept building with an enrollment and average class size that together indicate the least favorable working conditions of any in the six schools studied. The average bread-winner for its sixth grade children has a high school education and falls in the category of clerks and kindred workers. This corresponds with the principal's estimate that the parents are lower-middle class, with the bulk occupied as mechanics, service workers, office employees, truck drivers, etc. The principal reported, however, only six "welfare" cases. No census data on income and related factors are available for this township.

The principal has taken a great personal interest in the provision of adequate library service for the children, bemoaning particularly the fact that the public library was last year moved from a location immediately across the road to its present location one mile away and across the truck highway, although this is more centrally located for the township as a whole. The principal's estimate of faculty stability was high, with only one vacancy anticipated for next year. Of the three sixth grade teachers, two have bachelor's degrees and one a master's. There are no classes in this school for educable or trainable children, although these are maintained in other buildings by the township. Other special educational services provided by the school system include an art and music teacher, in addition to the principal and his secretary.

The reading program in this school is based upon the Scott, Foresman series of reading text-books. All teachers are furnished with Reading Guides; pupils have text-books and workbooks at different grade levels. In the primary grades children meet with their teacher in groups ranging from one or two to six or seven in size. In the upper grades, children are grouped on the basis of achievement as shown at the end of grade 3; children at similar levels from several sections of the same grade are brought together in groups of from five or six to as many as twenty or more in size.

Although this school was selected to represent the "classroom collections only" category, it also has some characteristics of the "school library" category. A teacher who has a New Jersey teacher-librarian's certificate has been assigned part-time responsibility for the organization of the materials and is in process of cataloging them. This work, however, is still at a beginning level. The school board has made regular allotments for library materials, at a level above that for both Schools D and E, but still well below the estimated national average. This has been of so recent establishment, however, that the per student provision of books — both supplementary and library — is below the estimated national average and the lowest of any of the six schools in this study. That the provision is as adequate as it is, is probably due to the principal's concern and to the supplementary amounts provided by teacher and pupil sales of magazines and other commodities.

Each teacher selects library materials "on her own" with no over-all plan for coordination. During the current year the principal sent a selected group of twelve sixth grade children to the public library for special instruction in the use of the library and a textbook in library use has been used in all sixth grade classes.

All classrooms, though very crowded, have been provided with shelves for books but no space is available for library corners; in several of the sixth grade classrooms books on the shelves are organized like "libraries in little." Two storage cabinets in the main hallway are provided where supplementary textbooks are organized for easy access to teachers. Teaching materials in general, however, are very limited and there is limited evidence of use of community resources. Although materials such as puzzles, games, charts, maps, globes, as well as a variety of library books can be observed in various classrooms, they are in general either quite new or else very worn and dilapidated. Films are rented by the school system and exchanged among the schools. Teachers apparently use such public library facilities as are available in their own place of residence.

Conclusions. It is evident that the situations used for this investigation are in every case suburban and within either the New York or Philadelphia metropolitan areas. Like many other communities in the country as a whole, they have been undergoing rapid population changes -- in these cases all on the side of growth, ranging from relatively modest increases to massive changes in characteristics and numbers. All of the communities, to a greater or less degree, illustrate pressures of inflation, growing school populations, and necessity for building programs. It may or may not be significant that none are in county units of school administration although Community A represents an intermediate unit below the county level.

All of the communities have some form of public library service; only one, however, (Community B) may lay claim to having resources comparable to that of a really first-class public library. Four are independent town libraries and two are associated with a regional or county library. In no case does the support received by the public library provide service or resources comparable to that envisioned in the most recent statement of public library standards, especially when 1960 advance census estimates are applied.[4] In this connection, note the range in percentage of sixth grade children who report that they are registered borrowers of the public library. The prestige status of this "membership" has no doubt operated to make these figures an over-estimate rather than a reliable count. However, it ranges from the lowest percentage (37%) in the school where the public library is directly across the street but open only fourteen hours a week to three with very high percentages: School C, 96 per cent; School B, 90 per cent; and School E, 89 per cent. In these cases, motivating factors may be closeness of location, more adequate hours open, and the more adequate quantity and quality of the juvenile book collection and staff. The public library with the largest children's collection -- Community B -- has obviously overcome the obstacle of being the most distant from the cooperating school. All the percentages, however, except those for School A, are above the findings of other studies, three of which report 63.96, 65.5, and 23.5 percentages of the children in schools studied actually having library cards.[5]

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[4] As stated in ALA. Public Libraries Division, Public Library Service, A Guide to Evaluation, With Minimum Standards. ALA, 1956.

[5] As reported by Frances Henne, "The basic need in library service for youth," Library Quarterly 25: 42, January 1955.

The schools used in this investigation include none of a really small size; for the country as a whole they probably represent average or above average size.[6] In cost of education per child all are above the national median, although two are below the median for Region 2 as reported by School Management's Cost of Education Index. Special consultant services provided in these schools range from average to very generous but again, for the country as a whole, may well represent better than average provision. Variations in working conditions for children and teachers are reflected by the range in average class size from 24 and 25 in Schools C and B, respectively, to a high of 33 in School F. The extent of provision for a variety of materials and for a range of individual differences is a factor of class size as shown by Whitsitt, using new Jersey school situations, who cites studies showing that these findings are equally if not more relevant at the elementary level.[7]

Descriptions of the reading programs in each school are based upon statements provided by the principal or director of elementary education in each community. Further evaluation of the reading program is provided by the data from the Iowa Test of Basic Skills in Chapter III. It may or may not be of significance that, although New Jersey does not have state adoption of textbooks, all the New Jersey schools use the same basic text series in reading, whereas the Pennsylvania school uses a different basic reading text. The dynamic relationship which should exist between the quality of the reading program, the adequacy of materials, and the nature of the library provision may be inferred from the preceding description but is presented only as findings relevant for this limited group of schools.

It had been hoped that data could be secured on the cost per child for elementary education, as opposed to the average for the school system as a whole. It proved impossible to secure this figure for all schools involved in the study; whether there is any real difference in these two figures is at present only a matter for speculation.

Measures of socio-economic status were sought in this study because of the wide-spread evidence in research of the relationship between use of libraries and education, in particular. Again, in this respect the selected communities appear to be atypical of the country as a whole, although data from the U.S. Census 1960 will make it easier to study this particular factor.

The six selected schools were grouped according to the three library categories which provided one of the criteria for their selection. Only one was found to provide below the national estimated average number of library volumes per child, as recently determined by the U.S. Office of Education. On the other hand, only the two schools in the school library category are spending as much per child for library materials as the national estimated average.[8] One fact of significance which emerges from the description above is the heavy reliance of four schools in the categories of "central collection" and "classroom collections only" upon parent and other forms of voluntary support. It seems obvious to the writer that until school boards accept the provision of adequate materials -- whether through school libraries or not -- as their responsibility, provision of this essential part of the educational program will continue to be subject to fluctuations from differences in socio-economic status and varying levels of concern on the part of civic and parent groups.

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[6] This finding is also verified by the preliminary study conducted by the project staff "Report on Inquiry No. 1, April 1, 1959" 7 p. mimeo.

[7] Robert Whitsitt, "Comparing the individualities of large secondary school classes through the use of a structured observation schedule." N.Y.,Ed.D.Project, Teachers College, Columbia University, 1955.

[8] None of the schools, not even those in the school library c ategory, approach the minimum standard set by the recently published school library standards in Standards for School Library Programs (ALA, 1960).

Implications for Phase II. Variables which have not been used in the computations for Phase I but which offer possibility of significance for Phase II include the following:

- Community variables
  - Socio-economic status of the community as a whole
  - Measures of population change
- School variables
  - Cost of education per child in the selected *elementary* school[9]
  - Evaluation of the reading *program* by more objective means than the description given here
  - Nature of special educational services provided
  - Principal-teacher-pupil relationships[10]
  - Detailed study of qualifications, experience, etc. of teaching staff
- Variables relating to public library provision
  - A measure of the provision of public library service for children by study of such data as:
    - Expenditure for total library services, number of volumes per total child population, staff provisions for service to children, hours open for service to children, distance from the school to public library, and percentage of registered borrowers in the school population.

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[9] It should be noted that no evidence has been cited as to racial backgrounds of children. Since all New Jersey and Pennsylvania schools are integrated and since at least in New Jersey this question cannot legally be asked of children, there seemed no sound way to secure the data nor any real reason for doing so. However, on a national basis, the possibility of segregated schools being included in the sample seems to underscore the importance of securing data on average cost of education for each school. Further corroboration of the need for this particular variable in Phase II is secured from the finding that "school systems tend to use additional financial resources for the benefit of the pupils of higher socio-economic status perhaps at the expense, educationally, of the pupils of lesser socio-economic circumstance." (Samuel M. Goodman, *The assessment of school quality*, p. 46).

[10] Investigation of this relationship was outside the contract for this study; furthermore, we have presented no data in this chapter relating to this factor. Nevertheless, in the course of the study it has become evident that this is a factor with vital potentiality for determination of the nature of the provision for library materials and for their integration into the total school program. Verification of this has recently appeared in "Paradox in school librarianship," Chapter 6 of *Book Selection and Censorship: A Study of School and Public Libraries in California*, by Marjorie Fiske (University of California, 1959).

It should be possible to produce from such data and on the basis of an an adequate sample, a formula or score by which to measure the accessibility of public library services for children of elementary school age -- and its relation, if any, to the nature of library provisions within the school.

Variables relating to provision of materials within the school:

Expenditure per child by school board allotment for library materials and for all teaching materials (including audio-visual, supplementary textbooks, and textbooks)

Personnel provision

Measure of the total quantity of teaching materials of all types and evaluation of the quality of the total provision (see discussion in Chapter IV. A. on this point

Material presented in this chapter should also provide additional implications for the selection of schools for Phase II. So far as can be determined from the data so far gathered, schools should represent a more adequate range of neighborhoods at different socio-economic levels, a broader range of levels of expenditure per child for education, and also represent the three categories of library provision used for this research. In addition, there should be representation of rural and small town communities in states of less dense population than the two represented in the present selection.

TABLE I

COMMUNITY DATA

Community	Land area sq.mi.	Population[1] 1950	1960	Per cent increase	Md.school years-1950 M	F	Md. income 1950	Age levels-1950 per cent under 15	over 65
A	26.8	3,540	27,854	787%	--	--	--	40%	3.7% [2]
B	5.7	17,481	25,282	145%	13.0	12.5	$5319	23%	11%
C	2.4	17,411	20,440	117%	12.3	12.0	$4306	21%	10%
D-E	3.5	12,766	16,988	133%	9.6	9.0	$3789	23%	9%
F	31.5	16,348	45,578	279%	--	--	--	--	--

[1] Advance census data as announced by newspapers; other data from U.S. Census, 1950.

[2] A survey made by the Philadelphia Council of Churches in 1954 found 40 per cent of the total population under ten years of age and only 3.7 per cent over 45!

TABLE II

PUBLIC LIBRARY FACILITIES

Town	Type[1]	Exp. per cap.[2] 1957	1958	1959	Registered borrowers Total	Juv	Collection Total	Juv	Staff[4] Total	Juv	Hours open	Distance to school
A	Pvt	--	$ .145	$ .16	1,550	986	19,000	3,000	0.65		14	directly across street
	Regional Library[3]	--	--	$ .34								
B	M	$2.29	$2.75	$2.93	13,358	4,047	63,341	20,122	9	2.33	48	1 3/4 mi.
C	M	$2.03	$2.03	$2.39	8,327	2,237	39,000	10,825	8.5	2	28 (40)[5]	6 blocks
D-E	A	$1.10	$1.10	$1.24	7,563	1,707	19,186	4,995	5	1	27.5	School D - 1 mi. School E - 4 bl.
	County Library[3]	$1.66	$1.60	$1.80								
F	M	$ .45	$ .45	$ .54	4,631	3,032	19,100	6,361	2.33	0	32	1 mi., across main highway

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[1] Type of public library: Pvt = Private; M = Municipal as defined by N.J. law; A = Association (may receive appropriation from public monies and gives free service but is not municipalized).

[2] Data supplied for N.J. libraries by Bureau of Library Services, State Department of Education; for Pennsylvania libraries by Pennsylvania State Library.

[3] Figures given represent total local contribution to both local public library and to county or regional library.

[4] Does not include custodial staff or pages.

[5] Summer hours for children's service.

TABLE III
DATA ON SCHOOLS AND NEIGHBORHOODS

School	Library Category	Enrollment 1959-60	No.class rooms	Av.class size	Status of average breadwinner		Cost of education[1] per child			Per cent 6th grade children registered borrowers of Public Library[3]
					Occupation	Education	1956-7	1957-8	1958-9	
A	III	706	23	30	Clerks & kindred workers	High School	$275	$302	$321[2]	37%
B	III	763	31	25	Business men	College	$423	$462	$525	90%
C	II	432	18	24	Clerks & kindred workers	College	$352	$384	$467	96%
D	II	503	19	27	Business men	College	$331	$371	$401	86%
E	I	384	13	30	Clerks & kindred workers	College	$331	$371	$401	89%
F	I	724	22	33	Clerks & kindred workers	High School	$265	$291	$306	70%

[1] As supplied by Research Division, New Jersey Education Association for New Jersey schools.

[2] As supplied by the school office of the Jointure. Neither New Jersey nor Pennsylvania figures include debt service or capital outlay.

[3] As reported by children.

TABLE IV
SCHOOL LIBRARY PROVISION

School	Library Category	Enrollment	No. seats in library	Sch.Bd.exp. per child 1959-60	Library materials				Magazines	Supp. Texts[5]
					Trade books	Ref. books	Total books	Av. books per child		
A	III	706	40	$2.34[3]	5683	26	5709	8.1	23	1837
B	III	763	40 and 25[1]	$2.97	6965	20	6985	9.1	13	3398
C	II	432	40	$1.25	3327	31	3358	7.7	18	941
D	II	503	15	$ .74	4217	50	4267	8.4[4]	8	1548
E	I	384	0	$ .97	2015	11	2026	5.2[4]	7	645
F	I	724	0	$1.10	1434	6	1440	2	12	529
U.S. estimated average for 1958-59[2]				$1.43				4.6		

[1] Second figure is seating capacity of library in annex for upper grades.

[2] For schools with centralized collections as reported by Mary Helen Mahar, letter, May 31, 1960.

[3] This library a materials center; would be $4.10 if allocation for audio-visual materials were included.

[4] Includes deposit of 1.5 vols. per child by county library.

[5] The project staff believes that these are tentative not accurate counts but that they represent under-estimates rather than over-estimates.

CHAPTER III

SOCIO-ECONOMIC AND EDUCATIONAL ACHIEVEMENT DATA

The purpose of this chapter is to discuss the two types of data in the light of which library data are to be interpreted. The information to be presented concerns the measurement of socio-economic status (including pupil outside-school activities) and academic achievement of pupils.

Socio-economic status. The studies by Masterton, Monahan and others (see Introduction) have indicated the importance of socio-economic position in relation to library support and library usage. Many educational studies indicate the relation of socio-economic status to support for education and level of educational quality. For these reasons, it seemed mandatory that some measure of community position of the parents of the school children be included in this study. A study of some of the major methods and scales of socio-economic measurement now in existence was made. These measures were rejected on the bases of (1) the type of question asked (most established scales seemed to request information of a nature which school principals felt the parents of the children would not be willing to give), (2) general inapplicability (it would not be practicable for members of the project staff to assess neighborhood type for pupils), (3) the requirement of scoring procedures which the project staff could not adequately apply without extensive knowledge of the communities involved, and (4) out-of-dateness.

A re-examination of the procedure used by W. Lloyd Warner in his *Social Class in America* was carried out,[1] and special attention was given to the correlations of factors related to his criterion measure of evaluated participation. It was assumed that this is still one of the bases upon which social status in a community is determined, and that, in terms of prestige value, if not in terms of financial rank, the same relationships could be expected to exist. In Warner's study, two of the variables considered were education and occupation, both of which had correlations with the criterion in the high nineties. Dr. Warner eliminated educational level from consideration in his study because of its negative weighting in the obtained regression equation, but its basic relation to the criterion was not questioned. Since both occupation and education of parents were available in the records of five schools they were selected as representative statistical variables of socio-economic status. In the case of the sixth school (School F), the principal cooperated with the project by distributing a brief questionnaire to parents through the children which secured the requested data.

Following Dr. Warner's scale, the occupational level of the principal wage-earners of the families of sixth-grade children was assigned a value ranging from one to seven, giving the number one to such professional individuals as doctors and lawyers, proprietors and managers a value of two, and on down to farmers who were assigned a rating of seven.[2] In order to ascertain that the ratings assigned to these individuals were representative for the population of the school as a whole, occupational and educational information was also secured and rated for a sample of lower-grade students. No significant difference between these two groups was found to exist in any of the six schools.

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[1] W. Lloyd Warner et al. *Social class in America*. Chicago, Science Research Research Associates, 1949. pp. 148-149.

[2] Because of the fact that occupations of highest standing are assigned the lowest scale value, some significant correlations may appear as negative numbers (see Chapter V).

In order to determine the accuracy of the assigned ratings, three different members of the project staff assigned ratings to the occupational and educational levels of the population. No significant differences were found to exist among these assigned ratings.

Table I indicates the number and per cent of parents of sixth grade pupils at each occupational level with means and standard deviations for schools and categories and the total group.[3] Table II presents this information for the educational levels. These tables show that the population of schools in Category II have a slightly higher occupational level than those in Category III, and that the individuals in Category I are lowest in the occupational scale. The educational level of the parents of these children rank the categories in the same order, a factor to be expected in view of the usual high correlation between education and occupational level. In the case of both the communities and categories, the populations of these schools seem to have somewhat the same range of occupational and educational spread as indicated by the similarities of the standard deviations of the different groups. The mean and standard deviation of the total group, both in occupational and educational level, verify the subjective opinion that these parents represent an average sample of the population of the metropolitan area.

Simple analysis of variance techniques were applied to these data and Tables III and IV indicate that there are small but significant differences between the means of schools and between the means of categories. The difference between any two schools or two categories appears at the point where the row of one school and the column of another intersect. A difference significant at the one per cent level of confidence means that not more than once in 100 cases would a difference of this size exist if there were no real difference between the two groups tested. Two differences of the same size are not always significant in both cases (note that in the case of the occupational level, differences between Schools A and F and B and C are equal, but significant in the former case only). This is due to the fact that there is a difference in the number of cases included in the two groups and a difference in the two standard deviations.

It is important that there are significant differences between schools within a category as well as between the categories. Schools, when ranked from high to low in occupational or educational level do not follow the order of the categories (the order for occupational level is School C, D, B, E, A and F; for educational level it is School B, C, D, E, A, F). Obviously then, the provision of a school library does not depend solely upon the socio-economic level of the school, although the ranking for the total community may play a larger part in determining the library's presence or absence. However, in the particular group of schools here presented, School D in both occupational and educational level ranks above School E, the former in Category II, the latter in Category I, although they are both in the same community, and there is no significant difference between these two schools.

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[3] All tables are placed at the end of this chapter.

Pupil out-of-school activities.[4] Because activities involving the sixth grade pupils of the schools of the study would be another type of socio-economic measure, and because the number and type of activities reported should have some relation to the factors with which this study is concerned, a checklist of 19 different types of activities was presented to the children and they were asked to check the activities which occupied their out-of-school time (see Appendix N-ii). Scores were the number of activities checked. Table V shows the number of children responding to the checklist and the means and standard deviations of each school, library category, and the total group. The greatest difference between the means of any two schools is between Schools A and B (two schools in the same category) and the least difference between Schools D and E (two schools in the same community but different library categories). If the schools are ranked in order according to the mean number of activities reported, they fall as follows: School B, F, E, D, C and A. It is interesting that two schools of two extreme categories should lead the list in number of activities in which the sixth grade pupils participate.

Table VI indicates the differences between each pair of means and each category combination. Significant differences are underscored. School B is significantly higher in number of activities than all schools except School F. School F is significantly higher in number of activities than School A, but the differences between it and the other three might be the result of chance. Possibly because there is no consistent pattern of difference between the schools, there is no significicnt difference exhibited when the schools are combined into categories. This result indicates the overlap which exists among the schools in these measures.

An analysis of the activities most commonly reported by all schools show that those most generally occupying the out-of-school time of sixth grade pupils are Scout or Campfire groups, part-time jobs, unclassified recreational groups, neighborhood clubs, and music lessons. Participation in part-time jobs and neighborhood clubs indicates that, for these groups at least, "supervised activity" in the educational sense, does not occupy an excessive amount of out-of-school time. The activities of the checklist drawing the least response were speech classes, tutoring or special instruction in school subjects, T. V. clubs, reading clubs, and clubs to help other people. There is some indication that, when the responses of individual schools are analyzed, special types of instruction are commonly participated in, but perhaps speech classes are not as generally available as other types of training. Reading clubs do not draw a high degree of response from the total group, but Schools A, B, and C do not include this activity in the lowest group. These schools represent library categories, so this item does seem to differentiate between the individual groups.

Academic achievement. The selected measure of academic achievement for this study was the Iowa Test of Basic Skills, a standardized achievement test copyrighted in 1955 by the State University of Iowa. It covers five major areas of mastery: vocabulary, reading comprehension, language skills, work-study skills, and arithmetic skills. It has several sub-tests, one of which concerns the knowledge and use of reference materials, therefore of special interest to this study. A composite score indicates over-all average achievement. The rationale for the selection of this test as a suitable measure of educational achievement is presented in Chapter I.

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[4] This section of the study was prepared as an independent problem by Corinne G. Tufte, Research Associate for the project. (See also Chapter IV F.)

Several of the measures to be discussed in the following pages indicate a degree of overlap between the individual schools representing the three library categories. Sometimes the overlap is great enough so that (1) one category is significantly different from another, due to the effect of one school and not both, and (2) no significant difference between categories appears although there is significant difference between schools. The measures of achievement probably indicate this most clearly. Project staff members collected records of the results of the administration of this test at the fourth-grade level of the present sixth-grade pupils and also obtained the records of the test administration during the 1959-60 school year at the sixth grade level. Means and standard deviations for the seven selected scores were computed for both the fourth- and sixth-grade administrations (using grade equivalent scores). Significance tests were applied. At the fourth-grade level, Schools C, D, and E were higher than others, some differences significant and others not. At the sixth-grade level, however, these schools did not maintain their superiority, a factor which is difficult to explain, since the scores used were grade-equivalent scores scaled so that achievement should be interpreted in a consistent manner. Perhaps familiarity with the test, test preparation and test administration would be conditions which could explain this difference, but the project staff was not in a position to judge these factors, due to the method of obtaining the scores. Because of this lack of consistency in the data and the mass of the material to be analyzed, it was decided to obtain the difference scores by subtracting the level of fourth-grade achievement as measured by the grade-equivalent score from that of the sixth-grade as indicated by the same type of score and to use this score as a measure of educational gain. A factor to be considered in using the difference scores was the lower reliability of such scores, but on the basis of the reliability coefficients presented in the test manual and the standard deviations of the scores of the groups of sixth graders, the reliabilities of the difference scores were obtained. These ranged from .60 for the sub-test on the use of reference tests to .89 for the composite score, and they were considered high enough so that correlations obtained on the basis of them would be meaningful.

Table VII presents the number of children taking the two tests from which the difference scores were derived and the means and standard deviations of these scores for each school, each category and the total group. The average amount of gain should be approximately two years apart. (School F had given the test at the end of the year at the fourth-grade administration.) It can be seen that difference scores decrease from schools in Category III to those in Category I. It is interesting that schools in Category I made the highest gain in Work-Study skills and those in Categories II and III gained most in Vocabulary. Five of the six schools made the least gains in Arithmetic; the lowest gain for School A was in Reading.

Table VIII presents the differences between each pair of means for all schools and all categories. It is evident that significant differences exist in all measures. This is true for both the schools and the categories. Most of the significant differences appear in Category III, indicating that these schools, or a school in this category, made significantly higher gains in educational achievement in the past two years as measured by this instrument.

In order to obtain an indication of association between library category and difference scores, a chi-square test was applied. The number of cases which fell below minus one standard deviation, between minus and plus one standard deviation, and above one standard deviation was determined for the total group. On the basis of these data, the number of cases in each school which should appear in each of these divisions was calculated and compared with the number which actually did appear. If there was some association between the presence of a school library and the amount of educational gain in these schools, schools in Category I should have more than the expected number in the minus one standard deviation division, and schools in Category III should have more than the expected number in the plus one standard deviation division. The results of this test appear in Table IX. For example, for the Vocabulary test, School A had 1.23 fewer cases than expected in the minus one standard deviation division, 4.50 fewer cases than expected in the minus one to plus one standard deviation division, and 5.73 more cases than expected in the plus one standard deviation division. In order to obtain the chi-square ratio, all differences appearing in the table are squared, the sum of these squared differences is obtained and divided by the expected frequency. The resulting figure indicates the significance of the differences between the obtained and expected frequencies in each of the divisions. The results of this test substantiate the indications of the analysis of variance, and indicate that higher educational gain is associated with schools which have school libraries, insofar as this limited sample can be considered significant.

TABLE I

NUMBER AND PER CENT OF PARENTS OF SIXTH GRADE PUPILS AT EACH OCCUPATIONAL LEVEL WITH MEANS AND STANDARD DEVIATIONS FOR SCHOOLS, CATEGORIES AND TOTAL GROUP

School and Category	1		2		3		4		5		6		7		Total			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	M	S.D.
A	8	9.41	8	9.41	2	2.35	22	25.88	32	37.65	13	15.29	0	0	85	99.98	4.19	1.37
B	17	25.37	3	4.48	11	16.42	26	38.81	8	11.94	2	2.98	0	0	67	100.00	3.16	1.67
III	25	16.45	11	7.24	13	8.55	48	31.58	40	26.31	15	9.87	0	0	152	100.00	3.74	1.35
C	21	31.34	5	7.46	15	22.39	17	25.37	6	8.96	3	4.48	0	0	67	100.00	2.66	1.53
D	19	33.33	2	3.51	6	10.53	17	29.82	12	21.05	1	1.75	0	0	57	99.99	3.07	1.63
II	40	32.26	7	5.65	21	16.93	34	27.42	18	14.52	4	3.22	0	0	124	100.00	2.96	1.58
E	13	22.41	3	5.17	7	12.07	15	25.86	17	29.31	2	3.45	1	1.72	58	99.99	3.52	1.64
F	4	5.63	4	5.63	3	4.23	7	9.86	34	47.89	19	26.76	0	0	71	100.00	4.69	1.38
I	17	13.18	7	5.43	10	7.75	22	17.05	51	39.53	21	16.28	1	0.78	129	100.00	4.40	1.32
TOTAL	82	20.25	25	6.17	44	10.86	104	25.68	109	26.91	40	9.88	1	0.25	405	100.00	3.71	1.60

Key: Column 1 = Professionals
2 = Proprietors and managers
3 = Business men
4 = Clerks and kindred workers
5 = Manual workers
6 = Protective and service workers
7 = Farmers

TABLE II

NUMBER AND PER CENT OF PARENTS OF SIXTH GRADE PUPILS AT EACH EDUCATIONAL LEVEL WITH MEANS AND STANDARD DEVIATIONS FOR SCHOOLS, CATEGORIES AND TOTAL GROUP

School and Category	1		2		3		4		Total			
	N	%	N	%	N	%	N	%	N	%	M	S.D.
A	10	11.63	57	66.28	14	16.28	5	5.81	86	100.00	2.16	0.70
B	1	1.47	24	35.29	27	39.71	16	23.53	68	100.00	2.85	0.79
III	11	7.14	81	52.60	41	26.62	21	13.64	154	100.00	2.47	0.81
C	3	4.48	22	32.84	26	38.80	16	23.88	67	100.00	2.82	0.84
D	1	1.75	34	59.65	11	19.30	11	19.30	57	100.00	2.56	0.81
II	4	3.23	56	45.16	37	29.84	27	21.77	124	100.00	2.70	0.84
E	7	11.86	25	42.37	19	32.20	8	13.56	59	99.99	2.47	0.87
F	13	18.06	47	65.27	12	16.67	0	0.0	72	100.00	1.99	0.59
I	20	15.27	72	54.96	31	23.66	8	6.11	131	100.00	2.20	0.77
TOTAL	35	8.56	209	51.10	109	26.65	56	13.96	409	100.00	2.45	0.83

Key: Column 1 = Grade school
2 = High school
3 = College
4 = Post graduate

TABLE III

DIFFERENCES BETWEEN SCHOOLS AND BETWEEN CATEGORIES IN AVERAGE OCCUPATIONAL LEVEL*

	Schools						Categories	
	B	C	D	E	F		II	III
A	1.03	1.53	1.12	0.67	0.50	I	0.78	0.66
B		0.50	0.09	0.46	1.53	II		1.44
C			0.41	0.86	2.03			
D				0.45	1.62			
E					1.17			

*Double underscored figures are differences significant at the one per cent level.

TABLE IV

DIFFERENCES BETWEEN SCHOOLS AND BETWEEN CATEGORIES IN AVERAGE EDUCATIONAL LEVEL*

	Schools						Categories	
	B	C	D	E	F		II	III
A	0.69	0.66	0.40	0.31	0.17	I	0.23	0.27
B		0.03	0.29	0.38	0.86	II		0.50
C			0.26	0.35	0.83			
D				0.09	0.57			
E					0.48			

*Double underscored figures are differences significant at the one per cent level.

TABLE V

NUMBER OF CHILDREN REPORTING ACTIVITIES, MEANS AND STANDARD DEVIATIONS FOR SCHOOLS, CATEGORIES, AND TOTAL GROUP

School and Category	N	M	S.D.
A	84	3.55	1.86
B	65	4.72	1.89
III	149	4.06	1.96
C	58	3.57	1.18
D	52	3.75	1.96
II	110	3.65	1.85
E	59	3.78	1.95
F	65	4.39	2.51
I	124	4.10	2.28
TOTAL	383	3.96	2.12

TABLE VI

DIFFERENCES BETWEEN SCHOOLS AND BETWEEN CATEGORIES IN NUMBER OF OUTSIDE-SCHOOL ACTIVITIES OF SIXTH GRADE CHILDREN*

	Schools						Categories	
	B	C	D	E	F		II	III
A	1.17	0.02	0.20	0.23	0.84	I	0.45	0.04
B		1.15	0.97	0.94	0.33			0.41
C			0.18	0.21	0.82			
D				0.03	0.64			
E					0.61			

*Double underscored figures are differences significant at the one per cent level. Single underscored figures are differences significant at the five per cent level.

TABLE VII

NUMBER TESTED, MEANS AND STANDARD DEVIATIONS OF DIFFERENCE SCORES OF SCHOOLS, CATEGORIES, AND TOTAL GROUP IN SEVEN ACHIEVEMENT AREAS

School and Category	N	1		2		3		4		5		6		7	
		M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
A	84	26.51	11.70	22.53	10.28	22.82	10.19	24.31	9.54	23.84	9.87	25.62	9.04	23.18	8.64
B	68	29.84	10.50	29.18	10.58	27.19	8.48	25.94	9.94	24.18	7.68	21.31	5.66	26.02	6.65
III	152	28.00	11.31	25.50	10.93	24.78	9.71	25.04	9.76	23.99	8.95	23.69	8.01	24.45	7.95
C	63	26.26	9.88	24.43	10.05	25.46	8.90	24.75	7.62	23.00	5.56	19.03	10.00	24.35	4.89
D	57	21.16	10.62	18.62	8.94	18.62	10.26	19.84	10.46	20.63	6.50	16.51	6.94	19.41	6.26
II	120	23.84	10.51	21.67	9.98	22.21	10.16	22.42	9.41	21.88	6.14	18.67	6.59	22.00	6.11
E	59	22.75	8.26	23.68	9.87	21.56	7.92	23.09	14.41	23.77	7.23	19.36	5.20	21.39	5.08
F	73	19.98	8.35	16.91	7.73	15.95	8.98	20.47	7.64	22.25	5.54	15.54	5.92	17.93	6.24
I	132	21.22	8.42	19.93	9.39	18.46	8.97	21.64	11.26	22.93	6.39	17.64	4.45	19.48	5.40
TOTAL	404	24.55	10.62	22.54	10.45	22.00	9.85	23.49	9.42	23.01	7.28	20.09	7.53	22.10	6.98

Key: Column 1 = Vocabulary
2 = Reading
3 = Language
4 = Use of reference materials
5 = Work-study skills
6 = Arithmetic
7 = Composite

TABLE VIII
SIGNIFICANT DIFFERENCES IN MEASURES OF EDUCATIONAL GAIN FOR SIXTH GRADE PUPILS IN EACH SCHOOL AND IN EACH CATEGORY*

Schools

VOCABULARY

	B	C	D	E	F
A	3.33	0.25	5.35	3.76	6.53
B		3.58	8.68	7.09	9.86
C			5.10	3.48	6.28
D				1.59	1.18
E					2.77

READING

	B	C	D	E	F
A	6.65	1.90	3.91	1.15	5.62
B		4.75	10.56	5.50	12.27
C			5.81	0.75	7.52
D				5.06	1.71
E					6.77

LANGUAGE

	B	C	D	E	F
A	4.37	2.64	4.20	1.26	6.87
B		1.73	8.57	5.63	11.24
C			6.84	3.90	9.51
D				2.94	2.67
E					5.61

USE OF REFERENCE TOOLS

	B	C	D	E	F
A	1.63	0.44	4.47	1.22	3.84
B		1.19	6.10	2.85	5.47
C			4.91	1.66	4.28
D				3.25	0.63
E					2.62

WORK-STUDY SKILLS

	B	C	D	E	F
A	0.34	0.84	3.21	0.07	1.59
B		1.18	3.55	0.41	1.93
C			2.37	0.77	0.75
D				3.14	1.62
E					1.52

ARITHMETIC

	B	C	D	E	F
A	4.31	6.59	9.11	6.26	10.08
B		2.28	4.80	1.95	5.77
C			2.52	0.33	3.49
D				2.85	0.97
E					3.82

COMPOSITE

	B	C	D	E	F
A	2.84	1.17	3.77	1.79	5.25
B		1.67	6.61	4.63	8.09
C			4.94	2.96	6.42
D				1.98	1.48
E					3.46

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*Dougle underscored figures are differences significant at the one per cent level. Single underscored figures are differences significant at the five per cent level.

TABLE VIII (CONT.)

SIGNIFICANT DIFFERENCES IN MEASURES OF EDUCATIONAL GAIN FOR SIXTH GRADE PUPILS IN EACH SCHOOL AND IN EACH CATEGORY*

Categories																				
VOCABULARY			READING			LANGUAGE			USE OF REFERENCE TOOLS			WORK-STUDY SKILLS			ARITHMETIC			COMPOSITE		
	II	I		II	I		II	I		II	I		II	I		II	I		II	I
III	4.16	6.78	III	3.85	5.57	III	2.57	6.32	III	2.62	3.40	III	2.11	1.06	III	5.02	6.05	III	2.45	4.97
II		2.62			1.74			3.75			0.78			1.05			1.03			2.52

*Dougle underscored figures are differences significant at the one per cent level. Single underscored figures are differences significant at the five per cent level.

TABLE IX

DIFFERENCES BETWEEN OBSERVED AND EXPECTED FREQUENCIES FOR SCHOOLS AND CATEGORIES COMPARED WITH THE TOTAL GROUP IN SEVEN ACHIEVEMENT AREAS

	VOCABULARY			READING			LANGUAGE			USE OF REFERENCE TOOLS		
*	Below -1 S.D.	-1 to +1 S.D.	Above +1 S.D.	Below -1 S.D.	-1 to +1 S.D.	Above +1 S.D.	Below -1 S.D.	-1 to +1 S.D.	Above +1 S.D.	Below -1 S.D.	-1 to +1 S.D.	Above +1 S.D.
A	-1.23	-4.50	+5.73	-6.89	+1.99	+4.90	+2.65	-0.14	-2.51	-6.85	+7.29	-0.44
B	-5.09	-2.98	+8.07	-8.44	-2.96	+11.40	-10.61	+2.55	+8.06	+2.41	-9.16	+6.75
III	-6.32	-7.48	+13.80	-15.33	-0.97	+16.30	-7.96	+2.41	+5.55	-4.44	-1.87	+6.31
C	-2.42	-0.38	+2.80	-1.67	+1.49	+0.18	-7.76	-2.10	+9.86	-5.89	+10.47	-4.58
D	+2.38	+0.94	-3.32	+7.25	-1.36	-5.89	+4.26	-1.09	-3.17	+9.96	-9.20	-0.76
II	-0.04	+0.56	-0.52	+5.58	+0.13	-5.71	-3.50	-3.19	+6.69	+4.07	+1.27	-5.34
E	+2.12	+3.50	-5.62	-1.05	+1.25	-0.20	-1.08	+5.57	-4.49	-4.33	+0.36	+3.97
F	+4.24	+3.42	-7.66	+10.80	-0.41	-10.39	+12.54	-4.79	-7.75	+4.70	+0.24	-4.94
I	+6.36	+6.92	-13.28	+9.75	+0.84	-10.59	+11.46	+0.78	-12.24	+0.37	+0.60	-0.97

	WORK-STUDY SKILLS			ARITHMETIC			COMPOSITE		
*	Below -1 S.D.	-1 to +1 S.D.	Above +1 S.D.	Below -1 S.D.	-1 to +1 S.D.	Above +1 S.D.	Below -1 S.D.	-1 to +1 S.D.	Above +1 S.D.
A	+1.82	-5.27	+3.45	-11.35	-6.97	+18.32	-4.80	+6.15	-1.35
B	-1.29	-1.93	+3.22	-2.61	+4.88	-2.27	-5.80	-12.59	+18.39
III	+0.53	-7.20	+6.67	-13.96	-2.09	+16.05	-10.60	-6.44	+17.04
C	-4.38	+4.30	+0.08	-6.76	+6.27	+0.49	+7.28	-0.55	-6.73
D	+1.70	+3.18	-4.88	+8.27	-3.66	-4.61	-9.85	+6.61	+3.24
II	-2.68	+7.48	-4.80	+1.51	+2.61	-4.12	-2.57	+6.06	-3.49
E	+3.34	-8.12	+4.78	-2.08	+4.99	-2.91	-0.10	+3.18	-3.08
F	-1.19	+7.84	-6.65	+14.53	-5.51	-9.02	+13.27	-2.80	-10.47
I	+2.15	-0.28	-1.87	+12.45	-0.52	-11.93	+13.17	+0.38	-13.55

*Column = School and category

CHAPTER IV

MEASURES DEVELOPED: A. EVALUATION OF COLLECTIONS

Hypothesis. The library category of a school (i.e. the nature of provision of library materials) is related to the quality and quantity of materials available for use in the school by children and teachers.

Definitions. The following were accepted as functional definitions at the beginning of this investigation.

"Library materials" as used in the hypothesis is intended to identify the range of printed materials needed for the learning enterprise in the present-day school, i.e. trade books, reference books, magazines, and supplementary textbooks.

Trade books are books not used primarily for direct instructional purposes, but for enlightenment, information, pleasure, etc.; in other words, books published for sale to the general public through the trade.

Reference books are books designed by arrangement and treatment to be consulted for definite items of information, rather than to be read consecutively.

Magazines are publications appearing periodically but not including serials in the scholarly sense ; at the elementary level they may range from juvenile through adult in difficulty and from superior to comics in quality.

Supplementary textbooks include any books used in addition to the basic text for a course or subject and provided in some quantity; usually they have a specific instructional purpose.

Limitations. Textbooks as such and audio-visual and other non-print or non-book materials were excluded from evaluation in this area of the study.

Development of measure. Development of the measure for this area of the investigation was based upon the following rationale:

An essential area for any study of characteristics which differentiate the ways of providing materials for the use of children and teachers in school must involve an analysis of the nature and quantity of materials available within the school. School personnel, in acquiring such materials, will select from publications which in their opinion meet the needs and interests demanded by the purposes of the school, as well as meet the standards of excellence which they hold.

Criteria for measuring excellence, i.e. the quality of children's literature, have been developed in a well-documented professional literature for a period of at least fifty years and are widely accepted by both the library and the education professions. These criteria are not only stated explicitly in the critical literature but also provide the basis for a wide variety of current reviewing media.

Therefore, the method of evaluation of materials selected for this investigation is based upon the following steps:

a) Identification of criteria for superior, adequate, and inferior materials in each type and/or area to be evaluated;
b) Selection of a checklist of titles within each type and/or area which meet the criteria for superior, adequate, and inferior materials;
c) Selection of a final sample from the checklists (in two cases) or use of the total checklist (in two other cases);
d) Checking of the holdings of each school against the different checklists.

Selection of this method was justified by the expense in time, money, and staff involved by other methods which were considered and by the fact that this method appeared to be feasible within the provisions of the basic contract.[1] The types of materials selected for evaluation are those defined earlier as forming the selected types of learning materials of the school (excluding textbooks and audio-visual materials), that is: trade books, reference books, magazines, and supplementary textbooks.

Trade books. Because of the broad scope of this category, it was first determined to select four areas for building the checklist, i.e.

a) Easy Books (books for Grades 1 through 4)
b) Fiction (for Grades 4 through 6)
c) Biography (for Grades 4 through 6)
d) Science (for Grades 4 through 6)

It was assumed that these four areas covered all grade levels, represented a variety of reading interests, provided representation of a variety of specifically curricular needs, and represented recognizable recent trends. Criteria for superior, average and inferior trade books in general were first developed (See Appendix A, p. xvii). Criteria for the specific subject areas within the trade book category were also developed as guides to the work but are not reproduced here.

Selection of titles to meet the criteria of superior and adequate levels in each of these areas was made primarily from Children's Catalog, ALA Basic Book Collection for Elementary Grades and for Junior High Schools, and Recommended Books and "Junior Library Reviews" in Library Journal. In addition to criteria for levels of quality, provision was made for variety in subject matter and balance in reading levels.

Selection of inferior quality titles in these four areas involved a different procedure, since by definition and scope the selection aids listed above exclude inferior titles. In this case it was necessary to limit the span of publication to titles published 1947 to 1957, for which reviews were available; these were located in the Bulletin of the Children's Book Center of the University of Chicago and the office files of "rejection slips" maintained by Library Journal, which were made available to the project staff. A study of these sources revealed a close correlation between the criteria set up for inferior books and the reasons for rejection, non-review, or non-recommendation of titles in the sources used.

From the procedure outlined above, a checklist of 1169 inferior titles, 736 average or adequate titles, and 440 superior titles was developed. The next step was an analysis of the checklist, comparing the number of superior and average titles in the four areas of trade books with the distribution (that is, percentage) of the corresponding subject areas in the ALA Basic Book Collection for Elementary Grades and in Children's Catalog -- as an approximation of an "ideal" collection. As a result of this comparison it was concluded that the sample checklist was satisfactory as to numbers of titles in each area, proportion of superior and average titles, and proportion of inferior to superior and average titles. At this time also, the tentative selection of superior titles was validated by checking the starred and double-starred items in the selection tools cited above. Final choice of titles for the average category corresponded with those titles which were: listed in all three tools, single-starred in one, not starred at all. The checklist was finally arranged alphabetically by author in one file, not by area, and a sampling made of every third card. This resulted in a final checklist of 782 titles which seemed large enough to be a fair sample and small enough to be handled conveniently. This list may be consulted in Appendix A which also shows level of quality and area for each title selected and criteria for the three levels of quality.

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[1] So far as we know, this method has not been empirically validated. The method selected is essentially that recommended by Douglas Waples, Investigating library problems (University of Chicago Press, 1939, p. 94-96).

A trial run of the Sample Checklist of Trade Books was carried out at a nearby elementary school by the project staff. This school had both a central collection and classroom collections and both were checked. The try-out was made in the following ways: a) A sampling of every fifth card in the catalog and then of every tenth card was made and checked against the checklist. The results seemed to have no pattern or meaning. b) Next, every third item on the checklist was checked against every card in the four areas. The results were tabulated as planned in the methodology described, yielding a score of 4.3 which corresponded to the subjective judgment of the library's collection on the part of the project staff. It therefore indicated feasibility of the selected method for the ensuing work.

Reference books. As with trade books, criteria were developed for the three levels of quality in terms of authority, format, content, and availability of information (See Appendix B, p. iv). Thirteen sources were checked from which titles were identified to meet the criteria. Unlike trade books, an excellent reviewing medium is available for identification of inferior reference books. The sources were also studied bo determine the nature, scope, and size of reference collections for an elementary school. On these bases, a list of 150 titles was compiled; no sampling was taken but the total list was used (See Appendix B).

In rating reference books, a procedure for weighting certain categories was developed. A list of ten titles was selected as the "hard core" of reference books essential to an elementary school; however, to allow for differences of opinion and the necessity for adaptation to specific situations, the following represents the actual minimum required for the "Hard Core Collection."

Two of the three encyclopedias marked "HC"
One of the two almanacs marked "HC"
Goode's Atlas
One of the two periodical indexes marked "HC"
One of the two elementary dictionaries marked "HC"
One of the two primary dictionaries marked "HC"

If a school lacked this minimum hard core of reference books best suited for elementary school purposes, then all titles rated as primarily adult in reading level or for browsing purposes were "down-graded" from superior to average or from average to inferior. Finally, all encyclopedias are weighted according to copyright dates (as shown in Appendix B).

Magazines. Criteria for levels of quality were developed for this area and selections based upon checking of a variety of sources (See Appendix C, p. iii). The final checklist was again not a sample but a selected list, including juvenile magazines as well as adult magazines suitable for children. Those listed as being inferior in quality are primarily comics, movie magazines, and westerns. No attempt was made to identify the overwhelming number of the latter; they were entered, however, when found and rated during the administration of the measure.(See Appendix C for list.)

Supplementary textbooks. The development of an adequate checklist with ratings for supplementary textbooks proved to be one of the most difficult and most frustrating of the entire investigation. Causes appear to lie in the rapidly shifting practices within schools in use of textbooks and so-called supplementary textbooks, inadequacies which developed in the functional definition, and the lack of adequate reviewing or selection media in this area. Furthermore, the fact that trade practices as well as bibliographical tools bear little relationship to the ways in which books are used in school also complicated this part of the investigation. An account of the development of this measure therefore is one of trial and error, resulting in a checklist which was eventually developed in keeping with the methodology for the other types of materials but which the project staff recognizes as far less adequate for its purpose than the others developed.

The first step, as before, was the establishment of criteria for levels of quality in supplementary textbooks, in this case worked out in consultation with a curriculum and reading consultant (See Appendix D, p. vi). Next, a list of supplementary readers and other types of materials thought to belong in this category was compiled by selecting from state curriculum bulletins and from Textbooks in Print, 1957. Because of the lack of consistent reviewing in this area, it was decided at an early point in the study to consult a jury of experts for rating of these titles. A list of 539 items was compiled and every third title selected to produce three different lists. The three lists were then sent to 75 curriculum specialists presumed to be qualified in this field, with a request that the titles be rated as superior, average or inferior, according to the criteria stated in Appendix D. The results were almost useless, it is presumed primarily because not enough of the consultants knew enough of the titles to produce any unanimity of opinion. It was then decided to seek the help of school systems having organizations which included the position of "textbook coordinator" or its equivalent, since these could be identified. Four school systems responded to the request for help: Baltimore City, Dade County, Miami, Newark, N.J., and Los Angeles City. This group of cities did not include any of our cooperating schools, appeared to offer geographical distribution of educational practices, and possibility of sound professional judgment. Personnel rating the lists included librarians, textbook coordinators, and teachers, although no record is available of the exact distribution of these among the raters. Results of their work are indicated in Tables I and II.

TABLE I

RATINGS BY STAFFS OF FOUR SCHOOL SYSTEMS ON SUPPLEMENTARY TEXTS

Form	No.of returns	Ratings of series plus selected titles			Decision to omit
		Superior	Average	Inferior	
1	13	15	22	5	18
2	16	13	18	5	29
3	12	11	25	6	16
Total	41	39	66	16	163

TABLE II

COMPARISON BETWEEN ORIGINAL AND FINAL LISTS

Number of titles rated superior	39	
average	66	
inferior	16	
Total number of titles rated		162
Number of titles omitted on basis of rating provided or reasons cited below		163
Number of titles on which no rating was received		214
Number of titles on original list		539

As shown in the above tables, the final checklist consisted of 162 titles for which ratings could be secured from the evaluation carried out by the four school systems. Reasons for exclusion of titles noted above include the following:

a) Nine or more raters stated that they did not know the title
b) Raters stated that title was not used as a supplementary text
c) Series intended for use in special type of schools (e.g. for Catholic schools or for regional use)
d) Title had been included in one of the other sample checklists

The large number of titles noted above on which no rating of any kind was received represented primarily the individual titles published as textbooks (that is, at a textbook discount), whose use depends entirely on the particular situation. Only seven per cent of these titles was rated by anyone. Final ratings were determined by the writer's best judgment as to an indication of consensus, using both the ratings and professional background. The resultant list is found in Appendix D.

As a final step to validate the selection of titles in the checklist, another "jury of experts" was asked to indicate their judgment as to the proportion of the curriculum categories which should be represented in an ideal collection of supplementary textbooks. The "jury of experts" included the Advisory Committee for the project, principals of the six cooperating schools, and other consultants who were familiar with the project. A total of seventeen responded, and their opinions are shown in Table III.

TABLE III

COMPARISON OF DISTRIBUTION OF TITLES IN CHECKLIST OF SUPPLEMENTARY TEXTBOOKS WITH OPINION OF EXPERTS

	Sample Checklist		Ideal distribution-expert opinion	
Curricular areas	No. titles	Percentage	Mdn. per cent	Range of opinion
Reading and Language Arts	64	37.6%	35%	5-50%
Social Studies and Geography	53	30.1%	30%	20-45%
Science	31	18.2%	20%	10-30%
Health and Hygiene	15	8.8%	20%	10-30%
Arithmetic	0	0 %	5%	0-10%
Spelling	0	0 %	1%	0-5 %
Music	7	4.1%	5%	1-15%

On the basis of opinions presented in Table III it was decided that the sample checklist provided ample representation and proportion of titles in the areas of reading and language arts, social studies and geography, science, and music. Inadequate representation was provided for titles in health and hygiene, arithmetic, and spelling. Since the major subject matter areas were, however, adequately represented, it was decided that these judgments provided the same kind of validation as that provided for the subject distribution of trade books and the Checklist as shown in Appendix D was therefore used for the evaluation.

Administration and scoring of measure. The work of evaluating the collections of trade books, reference books, and magazines was carried out by a team of assistants under the direction of the Research Associate, in late August and early September before the cooperating schools opened. Because of difficulties in developing the checklist of supplementary textbooks, this work was not done until January. Ratings by schools and categories, as revealed by this work are given in Table IV.

TABLE IV

EVALUATION OF COLLECTIONS (SCHOOL VARIABLE)

Library Category	III			II						I		
School	A	B	Av.	C		D		Av.		E	F	Av.
				Classroom	Central	Classroom	Central	Classroom	Central			
Science	6.0	9.0	7.5	3.0	3.3	3.3	3.3	3.2	3.3	3.3	3.3	3.3
Biography	6.6	8.3	7.5	3.3	6.0	4.3	3.3	3.8	4.7	3.3	3.3	3.3
Easy Books (1-3)	9.0	10.0	9.5	5.0	4.3	3.3	4.3	4.2	4.3	3.3	4.3	3.8
Fiction (4-6)	7.0	9.3	8.2	3.3	6.0	3.3	5.3	3.3	5.6	4.3	4.3	4.3
Average 1	7.2	9.2	8.2	3.6	4.9	3.6	4.1	3.6	4.5	3.6	3.8	3.7
Average 2				4.3		3.9		4.1				
Magazines	5.3	8.3	6.8	3.3	5.3	--	4.3	(3.3)	4.8	4.3	4.3	4.3
				4.3		4.3		4.1				
Reference Books	6.0	6.0	6.0	1.6	5.6	3.3	2.6	2.5	4.1	3.3	3.3	3.3
Supplementary Texts	5.8	6.6	6.2	6.5		5.2		5.8		3.9	4.5	4.2
Total No. vols. library books	5709	6985	6347	3358		4267		3812.5		2026	1440	1773
Av. library books per student	8.1	9.1	8.6	7.7		8.4		8.1		5.2	2.0	3.1

Table V provides further information about the nature of the collections by reporting the number of titles on the checklist held by each school and each category in in order to note specific titles and their ratings.

TABLE V

NUMBER OF TITLES OF TRADE BOOKS FOUND IN SAMPLE CHECKLIST
BY AREA, SCHOOL, AND LIBRARY CATEGORY

School	BIOGRAPHY			SCIENCE		
	Superior	Average	Inferior	Superior	Average	Inferior
A	7	15	2	29	44	6
B	12	15	7	37	63	6
Average for Category III	9.5	15	4.5	33	53.5	6
C	7	8	3	14	25	6
D	7	4	3	14	22	1
Average for Category II	7	6	3	14	23.5	3.5
E	1	1	1	3	4	0
F	1	0	1	5	8	0
Average for Category I	1	0.5	1	4	6	0

School	EASY			FICTION		
	Superior	Average	Inferior	Superior	Average	Inferior
A	28	22	30	43	37	16
B	31	33	16	53	62	36
Average for Category III	29.5	27.5	23	48	49.5	26
C	17	5	25	35	30	23
D	11	7	19	39	11	11
Average for Category II	14	6	22	37	20.5	17
E	5	4	8	16	10	3
F	7	2	6	21	7	5
Average for Category I	6	3	7	18.5	8.5	4

This table provides further data for the analysis of the ratings of books in the four trade book subject areas. The totals given above indicate that, even though the scores differentiate among the schools and among the library categories, the schools in the "school library" category have a number of inferior titles while one school in the "classroom collection" category has no inferior titles in one field — that of science as shown by the checklist. A scanning of the checklist to check the nature of these inferior titles bears out the assumption that these include a number of individual titles in publishers' series which have been unfavorably reviewed, titles which have been adapted for easy reading but have been reviewed as inferior in quality, and a number of titles produced by publishers in an effort to meet the need for books for beginning and slow readers. In this area of selection, particularly, there has been a difference of opinion among both teachers and librarians as to whether it was better to provide something inferior rather than nothing. The high proportion of inferior titles found in the "Easy" area, particularly, reflects the attempt of teachers and librarians to provide something for the beginning reader to read, even if it be of inferior quality. The book trade is currently providing far better quality of materials in this area and in another year, if book selectors are aware of the availability of better materials, the findings may be quite different.

Scoring procedure for trade books, supplementary textbooks, and magazines was based on the assignment of arbitrary ratings to superior, average and inferior selections, according to the percentage of books of each level found in each school and recorded on the checklist. These weightings were:

Percentages	Superior and average	Inferior
80-100	5	1
60- 80	4	2
40- 60	3	3
20- 40	2	4
0- 20	1	5

An average weighting for each area was obtained by weighting the values for superior, average, and inferior books by 3, 2 and 1 respectively, and getting the average. For reference books, weightings were dependent upon the number of rated reference books and the presence or absence of the "hard core" titles. Weightings were applied as in the other measures and averages obtained. The score for the evaluation of the collection is the average of the individual ratings on the six types of material.

Findings. The hypothesis stated at the beginning of this section, i.e. that the library category of a school is related to the quality and quantity of materials available for use in the school by children and faculty, has been substantiated for these six schools only, by the measures described. In other words, the scores on each type of material evaluated (representing quality) as well as the quantity of material available are found to be related positively to the provision of a school library. The scores of the two schools with central collections are also found to be better than those with classroom collections only, in fact close to the school library category in number of volumes per pupil but not in quality or over-all numerical adequacy.

More specific findings, with relation to the measures of the collection as applied to the three library categories include the following:

In the two schools with central collections (in which separate scores were provided for the central and classroom collections) the quality of materials in the central collection was found to be superior to that in the classrooms, except in one category. In the case of School D, the reference books in the central collection are inferior to those in the classroom collections. In the two "school library" schools, classroom collections were provided either by the school library or by the storage rooms for supplementary textbooks. There is, for this reason, no separate score on classroom collections for this category.

The materials in one school (School B) were found to be superior in provision to those in the other five schools, except in one type of material -- reference books, where its score was the same as that of School A, the other school representing the "school library" category.

None of these six schools, however, can be said to have a superior collection of reference materials -- even the tw o in the"school library" category. In this type of material, the maximum score is ten and the highest score made was six. Furthermore, in no case did any school of the six in our sample have the "minimum hard core." This may mean that the concept of the hard core should be revised, but it indicates in any case that the provision of reference materials in these six schools has not yet reached the goals set by professional judgment.

The above findings are probably affected by at least two related factors: (1) sheer numbers, i.e. since the "school library" schools have a higher number of books there is more chance for inclusion of inferior titles, and (2) the amount of money spent for library materials. (See Chapter II for data on this in relation to each school.)

Finally, the measure of supplementary textbooks, as defined for this investigation and as developed for evaluation of these materials, at least for these six schools, shows differentiation only between the "school library" and "central collection" categories on the one hand and the "classroom collection" category on the other. So far as this can be judged from the sample used, this may well be more a factor of expenditure than of library category, particularly in the case of School F. This factor, however, should not operate in the case of Schools D and E, which although in different library categories are in the same school system and presumably receive the same amount of money per pupil for this purpose.

Revision of measure; implications for Phase II. Critics of the method of evaluation described in this section have stated that it is essentially a validation of the checklists used, rather than an evaluation of the collection. Defense of the method rests on the argument that it does measure the extent to which each school represents in its collection titles deemed to be superior, average, or inferior on the basis of a pooling of professional judgment. The proposed method would select a sample of titles actually found in each school and rate them according to the criteria; this would have the advantage of evaluating whatever material is found to be provided in each school for the use of teachers and students. In the opinion of the writer, it is, however, not a feasible method to carry out because of the necessary conjunction of the required professional judgment with the local situation. Validation of the method used seems primarily to offer possibility for research in a limited situation but is not a feasible method for Phase II of the present investigation; in other words, a sample list with ratings appears to be the only feasible method for Phase II.

No major revision of the checklists for trade books, reference books, or magazines seems necessary unless more than a year elapses between Phase I and Phase II. The appearance of an up-to-date bibliography of juvenile periodicals, too late to be of use in this study, suggests the desirability of some further analysis (but not substantial) of the magazine list before it is used in Phase II.[2] If more than a year elapses, each list will have to be up-dated.

A major revision *is* necessary, however, in the checklist of supplementary textbooks. The checklist used for this part of the study represents essentially a trial run, on which there are three major criticisms: (1) there is little if any discernible difference between a textbook and a supplementary textbook as used in most schools today; (2) it was virtually impossible to secure an accurate count of the materials *on hand* when this differentiation was required; (3) there may well be question as to whether an adequate sampling of professional judgment was secured for the ratings. It is therefore recommended that before this evaluation is carried out for Phase II, there be a duplication of the rating of *textbooks*, using a more carefully selected basic list, and making a total count and evaluation of *all* materials in the school whether supplementary or basic texts. This should be done in consultation with a curriculum specialist, perhaps using as a basis some of the recent work done by NEA on balance in the curriculum. One of the difficulties encountered in securing the data presented in Table III was that the educators were in some cases most uncomfortable with the requirement to think in terms of an "ideal collection" — a concept which is much less foreign to librarians who, at the same time, also recognize the necessity for adapting the ideal collection to local differences and needs.

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[2] Lavinia G. Dobler, The Dobler International List of Periodicals for Boys and Girls. The Author, 1960. 34 p.

CHAPTER IV

B. ACCESSIBILITY RATING SCALE

Hypothesis. The extent to which accessibility of instructional or learning materials (i.e. library materials) is provided for in a school has a relationship to the library category of the school.[1]

Underlying assumption. The accessibility of instructional or learning materials in the classroom is indicative of the nature of provision of materials in the school as a whole and therefore, by inference, is a valid measure for differentiation among the three library categories identified for this research.[2]

Definition. Accessibility as used in this investigation is the extent to which materials and services of educational significance are easy to obtain. Factors determining accessibility of materials in a school are: (1) closeness of library materials to the point of use in both time and space; (2) subject coverage and range of level of difficulty of materials; (3) classification and organization of materials; and (4) flexibility of the program of activities or services carried out by faculty and library staff.

Limitations. This measure has been constructed to differentiate among the three library categories particularly in relation to items (1), (2) and (3) above — that is, the more objective and more easily observable aspects of accessibility. It measures only to a limited extent (4) above, i.e. the program of activities and services, which is measured more directly by the Activities Checklist presented in the following section of this chapter.

Development of the measure. The first step in developing this measure involved the expansion of an outline of content on the basis of the three factors listed above. This outline included the level and source of financial support for provision of materials; the selection procedure followed by principals, teachers, and librarians; provision of physical facilities; organization of materials; circulation of materials; nature of materials provided; and provision of personnel. The form of the measure developed from this outline was intended to provide:

(a) a checklist for each factor by which the checker could identify the step most nearly approximating his particular situation, progressing down the checklist from a less to a greater degree of accessibility;

(b) an evaluation list by which the checker could rate the extent to which the particular provision was carried out as indicated by the checklist position;

(c) an evaluation list at the end for over-all evaluation of accessibility.

It should be noted here that the writer is indebted to the Cooperative Study of

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[1] "Library materials" is used here as defined in Chapter IV A.

[2] Note the relationship of this assumption to the statement that "The true concept of a school library program means instruction, service, and activity throughout the school rather than merely within the four walls of the library quarters." (American Association of School Librarians, Standards for School Library Programs. ALA, 1960. p. 14-15.)

Secondary Schools for the generalized "model" of this particular measure.[3] Because of the similarity in form to the Cooperative Study's Evaluative Criteria (Form F), librarians, especially, who study the scale will need to recognize that it is not intended to evaluate school libraries, per se, but to differentiate among the three categories of library provision.

Two preliminary versions were prepared, the results of which were submitted to 24 specialists including members of the project's Advisory Committee. Two-thirds of this group tried out the scale on schools with which they were familiar; all others returned generalized criticisms. A revision based on this try-out was again criticized at class sessions of the School of Education and the Graduate School of Library Service at Rutgers University (in the latter case by an experienced group of elementary school librarians) and a final version prepared on this basis (see Appendix H). In addition, an auxiliary rating and evaluation sheet, "Guide for Classroom Observation," was also prepared but has not been reproduced herein. This was intended for use by the jury of experts (see below) and was developed by the project staff, with criticism from the members of the jury.

Administration and scoring. Administration of this scale was on two bases: (1) by the individual members of the faculties of the cooperating schools and (2) by a jury of experts. In January 1960 (after the faculties had filled out the Activities Checklist) the Accessibility Rating Scale was checked by each classroom teacher, on the basis of her rating of her own classroom; at the same time, administrators, librarians, and other specialist personnel working in the schools checked the scale, rating the school as a whole. After this work had been completed and the returns received, a jury of experts visited and rated each school, using both the Accessibility Rating Scale and the Guide for Classroom Observation.

The procedure used for the jury of experts' rating was as follows: Membership was made up of the Director of the Project, a school principal, the state school library consultant, a curriculum specialist from the state department of education, and a geography professor/critic teacher from a teachers' college. The selected jurors had one orientation session on the objectives and methodology of the project and on the particular measure. Each juror also received, no more than two days before each visit, a data sheet on each school, containing much of the information about the school and community presented in Chapter II. With the exception of the two smaller schools (Schools D and E), each school was visited for a whole day and each classroom assigned to a juror was visited for thirty minutes. The selection of classrooms to be visited was made by drawing by lot 70 per cent of the classrooms in each school, counting the library (where there was one) as a classroom. All the classrooms selected in this way were visited by at least one juror; 23 per cent of this number, again selected by lot, were visited by the entire group at the same time.

The choice of percentages noted above was made on the basis of feasibility. Seventy per cent was determined to be the maximum number of classes which could be visited in one day in the largest school. Twenty-three per cent was also selected on the basis of feasibility and representativeness. Preparation for the visits was made by the principal in each case. They took place on five days during the month following the administration of the rating scale to the faculty.

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[3] Cooperative Study of Secondary School Standards, Evaluative Criteria. Washington, D.C., The Study, 1950.

Each juror filled out the "Guide for Classroom Observation" for each classroom visited and in addition rated the school as a whole on the Accessibility Rating Scale. Jurors were instructed not to discuss specific ratings among themselves but to make every effort to maintain the same level of critical objectivity as they visited the six schools.

Results of the ratings by faculty and other in-school personnel and by the jurors are shown in Tables I and II, respectively.

TABLE I
ACCESSIBILITY RATING SCALE (SCHOOL VARIABLE) FACULTY RATINGS

School	No. of teacher responses	Mean	Standard Deviation
A	28	53.57	11.01
B	25	53.96	10.07
Category III	53	53.75	9.01
C	18	46.44	8.89
D	16	26.13	8.11
Category II	34	36.71	13.48
E	12	16.67	8.29
F	17	15.59	8.97
Category I	29	16.04	8.56
Total	116	39.24	9.57

TABLE II
ACCESSIBILITY RATING SCALE (SCHOOL VARIABLE) JURY RATINGS

School	No. of responses Jury of experts	Mean	Standard Deviation
A	5	55.8	2.40
B	5	61.2	2.99
Category III	5	58.5	3.69
C	5	31.6	7.88
D	5	22.4	5.85
Category II	5	27.0	8.37
E	5	20.2	5.15
F	5	19.0	3.57
Category I	5	19.6	4.29
Total	5	35.03	5.29

combining assigned values of each statement of the checklist by the respondents. This was discarded because of the difficulty of interpreting any single score. Next, two separate scores were obtained, but it was noted that there was almost no variability within schools in responses to the checklist sections. Apparently this fact substantiates the underlying assumption of the checklist; provisions in any one classroom, particularly in terms of physical facilities and nature of materials available, are indicative of those in the school as a whole. Other items of the checklist require information applying to the school as a whole, and little variability could be expected. Thus there seemed little additional information to be gained by providing opportunity for multiplicity of response in this section. Evaluations of adequacy, however, did vary, and it was finally decided that each paper should be scored by summing the ratings and a school score for accessibility should be the average of all teachers' ratings.

In order to assess the ratings on each individual area of the checklist, data were also tabulated on this basis both for in-school personnel and for the jury of experts. These are shown in Tables III and IV, respectively, for each school and for the three library categories. The reader may identify the area referred to in each table by referring to Appendix H for the complete rating scale. Examining first Table III, it is interesting to note that the lowest rating is given by the faculties in the school library category to areas I A and I B, relating in both cases to financial support for the provision of materials. Evidently these two faculties consider the amount inadequate, even though these schools receive the best support of any of the schools in the study. The highest score by the faculty of this category relates to the provision of personnel (VII A). Turning in this same table to the Category I schools, "classroom collections only," eight areas are rated below one (that is, provision is made but is not satisfactory), with School E faculty rating the school at zero on two items.[4] These scores below one are so scattered that they involve every area of the scale, although the scores for overall evaluation (VIII A, B, and C) in this category are just above one. Teachers in the central collection category appear to be much more uniform in their ratings, with a low score of 1.53 on area II B and a high of 2.56 on area V A. Although their total score (see Table I) is well above that for the classroom collection category, it still differentiates the two schools in this category from the school library category.

Turning to Table IV, it is interesting to note the points of convergence of judgment of the two groups. The jury rates the Category I schools lowest in the same areas as do the teachers, except for areas V B and VI B — where teacher judgment would be more accurate; the lower rating by the faculty on ease of use and coverage of subject matter obviously reflects their direct experience. In the category II schools the highest jury rating is for area II A on participation in the selection process and this is only at two (provision is made for most classrooms or children). In the category III ("school library") schools, the judgments of faculty and jury are almost exactly reversed. The jury gave their highest score (3.8) to area I A relating to school board acceptance of responsibility for financial support.[5] On the other hand, the provision of personnel (VII A) was deemed inadequate by the jury with one of its lowest ratings (2.7) assigned to this area.

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[4] It should be noted that this low score is also a function of a high proportion on non-response (see section below on revision).

[5] This area for this category, again, reflects a high proportion of non-response.

TABLE III

AVERAGE OF RESPONSES BY TEACHERS TO ACCESSIBILITY RATING SCALE AS DETERMINED BY EVALUATION SECTIONS ONLY

Area*	School A	School B	Category III	School C	School D	Category II	School E	School F	Category I
I A	2.0	0.9	1.4	2.2	1.8	2.00	0.5	1.1	0.86
I B	1.9	0.9	1.4	2.1	1.1	1.65	0.6	0.9	0.76
II A	2.8	2.6	2.71	2.2	1.3	1.77	1.0	1.6	1.35
II B	3.1	2.4	2.69	2.2	0.8	1.53	0.5	0.6	0.55
III A	3.0	3.4	3.25	2.0	1.6	1.79	1.1	0.9	1.00
III B	3.7	3.2	3.45	3.1	1.3	2.24	0.2	0.2	0.21
IV A	3.1	2.6	2.82	2.6	1.5	1.97	1.3	1.1	1.17
IV B	3.8	3.9	3.82	3.1	1.7	2.50	0.0	0.2	0.17
V A	3.6	3.7	3.64	2.8	2.3	2.56	0.9	1.3	1.14
V B	3.6	3.6	3.6	2.9	1.7	2.29	0.7	0.7	0.69
VI A	2.9	3.0	2.9	2.8	1.4	2.09	1.3	0.9	1.07
VI B	2.8	2.9	2.87	2.7	1.5	2.15	1.1	0.9	0.97
VI C	2.0	2.8	2.44	2.6	0.8	1.74	1.6	0.6	1.00
VI D	2.5	3.3	2.96	2.7	1.3	2.06	1.4	0.8	1.03
VII A	3.6	3.8	3.71	2.2	1.1	1.71	0.0	0.5	0.31
VIII A	3.3	3.5	3.38	2.6	1.7	2.15	1.5	1.2	1.31
VIII B	3.4	3.6	3.49	2.8	1.8	2.32	1.6	0.8	1.21
VIII C	3.4	3.6	3.51	2.7	1.6	2.18	1.5	1.0	1.21
Range	23-72	18-70	18-72	32-62	10-45	10-62	8-31	8-32	8-32
No. teachers	25	30	55	18	16	34	17	17	34

*See Appendix H for identification.

TABLE IV

AVERAGE OF RESPONSES BY JURY TO ACCESSIBILITY RATING SCALE AS DETERMINED BY EVALUATION SECTIONS ONLY

Area*	School		Category	School		Category	School		Category
	A	B	III	C	D	II	E	F	I
I A	3.8	3.8	3.8	1.6	0.8	1.2	0.8	1.8	1.3
I B	3.2	3.2	3.2	1.4	0.8	1.1	0.6	1.0	0.8
II A	3.0	3.2	3.1	1.8	2.2	2.0	1.4	1.4	1.4
II B	3.0	4.0	3.5	1.4	1.0	1.2	0.2	0.6	0.4
III A	3.0	2.8	2.9	1.4	1.8	1.6	1.8	0.7	1.3
III B	3.4	2.0	2.5	2.4	0.8	1.6	0.0	0.0	0.0
IV A	3.0	3.0	3.0	1.2	0.6	0.9	1.2	0.8	1.0
IV B	3.6	3.0	3.3	2.2	0.8	1.5	0.0	0.8	0.4
V A	3.2	3.6	3.4	1.8	1.0	1.4	1.4	1.4	1.4
V B	3.4	3.8	3.6	2.0	1.0	1.5	1.6	1.2	1.4
VI A	2.6	3.4	3.0	1.6	1.0	1.3	1.6	1.2	1.4
VI B	2.0	3.4	2.7	1.8	1.2	1.5	1.8	1.2	1.5
VI C	1.8	3.0	2.4	2.0	0.8	1.4	1.4	1.0	1.2
VI D	2.2	3.2	2.7	1.6	0.8	1.2	1.2	1.4	1.3
VII A	2.8	3.0	2.9	1.0	0.4	0.7	0.0	0.8	0.4
VIII A	3.4	3.4	3.4	1.8	1.6	1.7	1.2	1.2	1.2
VIII B	3.2	3.2	3.2	1.6	1.6	1.6	1.0	1.0	1.0
VIII C	3.2	3.4	3.3	1.6	1.0	1.3	1.2	1.0	1.1
VIII D	2.2	2.8	2.5	1.4	1.0	1.2	1.8	0.8	1.3
Range	54-59	56-65	54-65	23-46	15-29	23-46	11-26	13-23	11-26

*See Appendix H for identification.

The over-all ratings (area VIII) have a considerable degree of consistency although in this area the jury rates the central collection category much closer to the classroom collection category than do the faculties. It should also be noted here that the jury rated the schools on one question not asked of the faculty: How well are the available materials being used? The rating on this item is, however, consistent with other ratings by the jury in area VIII, except that in the "school library" category it is decidedly lower than other ratings.

An examination of the checklists returned by jurors and by in-school personnel, in order to compare the returns by these two groups, shows a high percentage of agreement by the teachers with the jury in their assessment of what the situation is in each case. Where there was difference, it was no more than one level off.

Findings. The hypothesis that accessibility of materials has a relationship to the library category of the school is substantiated for these six schools as measured by this scale. The score on accessibility is progressively higher, in the direction of the school library category, as measured both by the self-rating of the faculties and by the jury. The underlying assumption stated at the beginning of this section was used as justification for the procedure of the jury of experts and it too is verified by the finding that the jury scores differentiate in the same direction as the self-rating by the faculty and to much the same degree.

The rating by the jury is more uniform (as measured by the standard deviation) than that of the faculty, reflecting probably the fact that the jury saw all six schools and therefore had a basis of comparison and a more uniform standard of judgment.

Although the teachers in the "central collection" category rated themselves higher than did the jury, the teachers in both the "school library" and "classroom collection" categories rated themselves lower than did the jury. The variation between jury and faculty opinion is particularly marked in the cases of Schools B and C, which are in two different library categories. It is possible that such factors as average expenditure for education in each school system , and school board appropriations for library and textbook materials, as well as principal-teacher relationships may be related to these variations in judgment between personnel within the school and the jury from without. It is interesting to conjecture that evidently the teachers with "classroom collections only" thought they were less well provided than they were in fact; while the teachers with school libraries were more aware of the wealth of possible resources and consequently thought they were less well provided for than they were in fact.

Revision of measure and implications for Phase II. In the opinion of the writer, application of this measure is more like the evaluation process of judging a library than any other developed in the course of this study. It might have been presumed, therefore, that the two librarian-members of the jury would have been more comfortable in its use than the three educators. There was, however, no evidence that this was the case. There was comment, however, from faculty of some of the cooperating schools that they did not "see the point" of this scale in relation to their own situation. This was particularly true of the faculty of schools in the "classroom collection only" category. Objective evidence for this was found when the percentage of omitted ratings was studied. The completeness of the ratings was found to be 59.20 per cent for category I, 87.50 per cent for category II, and 88.08 per cent for category III. Further analysis revealed that in category I, no items were answered by all teachers and no teachers answered all the items. This may reflect lack of understanding of the purposes of the study and lack of clarity in the wording or steps used in the scale. It indicates need for some revision, particularly by further generalization of terms for application to classroom collection situations as well as library-oriented situations.

The omission of the Checklist sections was also considered but rejected. In spite of the lack of variability within schools for the checklist, the ratings of jury and teachers agreed and this part of the Rating Scale, as well as the Evaluation Section, was found to differentiate among the library categories. It is also deemed to be essential background data to be considered by the rater before he makes the evaluation. There should, however, as indicated in the paragraph above, be further work on identifying the steps and clarifying the wording so as to make the nature of each step applicable in a more generalized situation, i.e. for classroom collection situations as well as for school library situations.

If the jury rating is used in Phase II, then revision of the "Guide for Classroom Observation" will be needed. This guide, as well as data on the individual schools, are both essential to the effective functioning of the jury; there was evidence that improvements could be effected in the Guide, specifically by providing more items which could be quickly checked and by changing the distribution of some categories which were found to be too low to operate in the schools in this study.

The basic revision needed, however, is in refining the definition of accessibility and in relating the areas of the scale to the definition. As this scale was developed during the course of the investigation, it proved to be the most difficult aspect of the study for the library-oriented staff to explain to the education-oriented staff. Apparently more effective clarification of the term "accessibility" in this context is required for inter-disciplinary understanding!

CHAPTER IV

C. ACTIVITIES CHECKLIST

Hypothesis. The method by which instructional materials are made available in the school (i.e. the library category) bears a relationship to the scope and depth of activities in the use of materials on the part of teachers and other personnel.

Definition. "Library activities" consist of activities and experiences relating to free reading, reading guidance, supervised reference, and instruction in the use of the library, as well as means by which materials are interpreted or made accessible to adults (teachers, librarians, or parents) working with children, whether carried out by teachers or by school librarians.[1]

Development of measure. The first step was an extensive analysis of the literature both in education and library science published since 1930, by a consultant working as a member of the project staff; this analysis was based on a bibliographic search previously made by the project staff.[2] All activities that could be identified as having actually been put into practice, either in the classroom or the library, relating to the areas cited in the definition above, were recorded. On the basis of this analysis and of a categorization of the materials developed by the consultant and the project staff, a preliminary "Activities Checklist" was constructed. Objectives of this checklist were to discover the following:

a) Is this activity carried on in the school?
b) Where is it carried out, i.e. in what place?
c) For what purpose?
d) Who provides or directs the activity?
e) In what grades does it occur?
f) How often does it occur in the sixth grade?

The checklist had two objectives, so far as the grade distribution in the schools is concerned: (1) to gather this information for the school as a whole and (2) to note its impact at the sixth grade level.

Try-outs of this preliminary form of the checklist were conducted in school systems in three different states and by a group of experienced elementary school librarians in class at Rutgers University. Returns from these try-outs were tabulated and studied critically by the project staff and by the consultant who had done the preliminary work. Decisions made at this time were the following: (1) to eliminate the question on purpose as inoperative; (2) to eliminate a few specific activities which were inoperative or proved to be non-discriminating; (3) to revise items which had been misinterpreted by the try-out group; and (4) to develop three forms: one for teachers limited to three areas of content and checked on the basis of the individual classroom; two others for librarians and for administrative personnel, to be checked on the basis of the total school situation.

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[1] This definition actually provides an expansion of the fourth aspect of accessibility as defined in the preceding section.

[2] For the record, 128 sources were consulted; the bibliography along with the card file of activities is on file at project headquarters but no effort has been made to duplicate it here.

On the basis of these decisions, the three final forms of the checklist were developed as shown in Appendices E, F, and G.

Administration and scoring. Personnel of the participating schools were asked to fill in the Activities Checklist during the latter part of November, three full weeks being necessary to secure the returns. As can be seen from the Appendices, the checklist is long and demanded special cooperation on the part of the faculties to secure usable returns.

In scoring the returns from the checklist, no effort was made to derive statistical information from frequency of the activity (column 3) or individual responsible for directing the activity (column 2). Specific information obtained does not seem to be consistent within a school and there is reason to doubt the validity of the information presented in these columns, but the number of responses in columns one and three are quite similar. More consistency is evident in the responses to column 1 (Is this activity carried on?). The scores in Tables I through IV, therefore, are based on a single number representing the number of activities which the majority of the teachers say is carried on in the school. These tables present the total school scores, the cumulative scores for Grades K, 1 and 2, and the scores for Grade 6 only. These tables may be read as follows, referring for example to Table I under Library Category scores: seventy-five per cent of the faculty in the "school library" category checked 109 activities carried out in their classrooms, as opposed to only 25 activities checked by this per cent of the faculties in the "classroom collection" category.

TABLE I

LIBRARY ACTIVITIES CHECKLIST (SCHOOL VARIABLE)
(TOTAL SCORE BY SCHOOLS AND CATEGORIES)

School	No. of teacher responses	By school			By category			
		50%	67%	75%	50%	67%	75%	
A	24	127	81	65	211	142	109	(III - School library)
B	29	84	61	44				
C	15	56	29	28	101	54	38	(II - Central collection)
D	17	45	25	10				
E	12	68	31	21	97	40	25	(I - Classroom collection)
F	19	29	9	4				
Total	116				409	236	172	

Tables II through IV present data on the items in different sections of the checklist, as differentiated by library categories and at varying levels of agreement for the schools, for cumulative grades K-2, and for grade six only. These tables provide additional information on the variations in "Library activities with children" (Section I), "Instruction in the use of the library" (Section II), and "Library activities with school personnel" (Section III). Of all the items in the checklist only two were checked as being carried out by all teachers; these were in the sixth grade and are the items relating to the keeping of some record of reading done by pupils and giving book talks, reports, or reviews. In the sixth grade (Table IV) Section II, relating to instruction in use of the library, appears to have a higher concentration in the school library category, as judged by the frequency of checking. Lower number of items checked is shown in all sections of the test by the central collection category as contrasted with both other categories at the primary level (as shown in Table III).

TABLE II

LIBRARY ACTIVITIES CHECKLIST
(TOTAL SCORES BY LIBRARY CATEGORY AT VARYING LEVELS OF AGREEMENT ON THREE SECTIONS OF CHECKLIST)

Section of Checklist*	Category III 50%	67%	75%	Category II 50%	67%	75%	Category I 50%	67%	75%	Total score 50%	67%	75%
I	34	22	14	20	11	7	15	7	4	25	15	6
II	35	25	18	22	6	3	17	7	3	25	13	5
III	22	21	19	8	4	2	6	1	1	13	6	1
Total	93	68	51	50	21	[illegible]	38	15	8	63	34	12

*See Appendix E for identification of sections and items.

TABLE III

LIBRARY ACTIVITIES CHECKLIST
(SCORES FOR CUMULATIVE K-2 AT VARYING LEVELS OF AGREEMENT ON THREE SECTIONS OF CHECKLIST)

Section of Checklist*	Category III 50%	67%	75%	Category II 50%	67%	75%	Category I 50%	67%	75%	Total score 50%	67%	75%
I	24	14	10	10	5	1	22	9	6	15	7	3
II	17	11	6	2	0	0	7	5	2	8	3	1
III	21	17	9	4	0	0	11	5	3	10	4	1
Total	62	42	25	16	5	1	40	19	11	33	14	5

*See Appendix E for identification of sections and items.

TABLE IV

LIBRARY ACTIVITIES CHECKLIST
(SCORES FOR GRADE 6 ONLY AT VARYING LEVELS OF AGREEMENT ON THREE SECTIONS OF CHECKLIST)

Section of Checklist*	Category III			Category II			Category I			Total		
	50%	75%	100%	50%	75%	100%	50%	75%	100%	50%	75%	100%
I	50	33	13	25	11	4	28	11	3	35	13	2
II	57	51	36	41	24	10	29	10	0	45	30	0
III	36	24	1	21	8	7	8	0	0	20	8	0
Total	143	108	50	87	43	21	65	21	3	100	51	2

*See Appendix E for identification of sections and items.

Findings. The scores reported above reveal that this measure differentiates among the library categories, in favor of the school library. The hypothesis in terms of scope of responses from the six schools is therefore substantiated, that is, the scores reveal that the number of activities increase from the classroom collection category to the school library category. If depth is considered as regularity of occurrence, then this aspect of the hypothesis cannot be said to be clearly substantiated. There seems reason to assert, however, that the school library category provides evidence of a greater coalescence of activities or a more well-rounded program of activities in all three areas of the checklist and to this extent both scope and depth may be claimed as substantiated for the six schools.

Data for the specific schools shows some variation within the central collection category and the classroom collection category, although in general, the central collection category is much closer to the classroom category than it is to the school library. It is assumed that this reflects primarily the difference in provision of personnel.

The data reveal for these six schools not only a substantial difference between the categories at the two extremes but also an unexpected difference between the central collection and the school library categories. Table III reveals that the frequency of activities for this category at the primary grade level is much closer to that for the classroom collection category at both the 67 per cent and the 75 per cent levels, as well as considerably below that for the school library category. Reference to Chapter II points out that in these schools (C and D) class visits to the library do not begin until the middle grades. The data, at least for these cooperating schools, apparently mean that even in the classrooms of these central collection schools, little attention is paid to library activities.

Study of the tabulations (which are very extensive for this measure) reveal little difference, so far as number of activities is concerned, between the sixth grades involved in the study and the scores for each school as a whole (see Tables I and IV).

To summarize the findings from this measure, so far as the analysis has progressed, the Activities Checklist appears to have significance primarily in revealing the awareness of library activities and experiences on the part of school personnel and in corroborating the hypothesis that the scope of activities is greater as schools progress toward the school library category.

Revision of measure and implications for Phase II. The returns from this measure constitute one of several areas within the total investigation which provide material for much further exploitation of the data than has been required by the contract or possible within the time limit. It is recommended that before this measure is applied to Phase II, the returns from Forms L and SA be analyzed as case study material with the following objectives: (1) to build a picture of the program of services for each library category; (2) to contrast what is and is not done at each grade level; and (3) to identify areas of coalescence of library program and classroom activities. On the basis of such analysis it should be possible to determine whether the hypothesis relating to depth of activities can be substantiated.

Form T could then be used most effectively as a much simpler checklist, on the level of "do you?" or "don't you carry out these activities in your classroom?" The revisions recommended here would make the application of this measure not only more feasible but also more effective in Phase II.

CHAPTER IV

D. LIBRARY SKILLS TEST

Hypothesis. Skill in using library tools and reference books on the part of elementary school students has a measurable relationship to the nature of provision of materials in the schools, i.e. to the library category.

Underlying assumptions. Development of skill in use of library tools and reference books is an appropriate part of the curriculum at the elementary school level.[1] A second assumption for this area, as for the following ones which produce pupil variables, is that the impact of library provision -- by whatever means -- can be best measured at the end of the elementary school and therefore at the sixth grade level.

Definitions. Distinction is made for functional purposes in the following discussion between skill in the use of two kinds of materials, "library tools" and "reference books." These are defined as follows:

"Library tools" designates such provisions as a card catalog, systematic arrangement of materials, etc. as may be made for the purpose of assisting readers to identify and locate materials for reading and reference.

"Reference books" on the other hand covers the wide variety of tool books which might be provided, either in libraries or in other places where study is carried on, such as homes or classrooms. They are also characterized by the assumption that children at the elementary level are capable of using appropriate reference books effectively but, as a rule, need special instruction in order to do so.

Development of measure. A study of the tests previously prepared for use in this area and at this grade level, as well as of those general achievement tests which included some testing of this area, was carried out by the project staff. The study skills section (Test W-3) of the Iowa Test of Basic Skills most closely approximated the scope and grade level for which we were looking but was lacking in coverage of many areas considered vital by librarians. (See Table II to note the contrast in scope between this test and the one prepared for this investigation.) At the same time, it was found that tests prepared to cover this area of content alone were either out-dated (e.g. the Reed test) or did not meet requirements of validity, reliability, and/or grade level (e.g. the Wiksell-Filkins and Shores-Moore tests). It was therefore decided to construct a new test for the purposes of this investigation.

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[1] Documentation for this assumption is provided by a wealth of educational literature, including for example the following sources of substantive importance in three major subject areas: Berenice Casper, "Scope and sequence of geographic education in the modern school curriculum grades four through twelve." (Ph.D. dissertation, University of Nebraska, 1959); Paul McKee, The Teaching of reading in elementary school. (Houghton Mifflin, 1948); and National Council for the Social Studies, 24th yearbook. Skills in Social Studies, ed. by Helen M. Carpenter. (The Council, 1954).

The second step was an inquiry sent to elementary schools known to have employed library personnel, for the purpose of discovering the following information:

What books of a reference nature are actually in elementary school libraries?
What specific skills are actually taught to groups and/or to individuals by librarians and/or teachers in elementary school?
If specific skills are taught, at what grade level is the teaching carried out?
Does actual practice, in this latter case, correspond with the practice preferred by the librarians and/or the teachers (especially as to grade level)?

Two questionnaires were devised, one a "Checklist on instruction in use of reference books," and the other a "Checklist on instruction in use of library tools." These were sent to librarians who had answered Inquiry No. 1 in this investigation so that, by lot, half the group received one questionnaire and half the other. The return on each questionnaire was approximately eighty per cent.

Data on these returns were used as general guides, rather than as specific directives for the outline of content of the test. Findings of significance for the test construction were as follows:

1) Selection of titles for the "Checklist on instruction in use of reference books" was based entirely on the ALA Basic Book Collection for Elementary Schools and on the Children's Catalog, with addition of four titles to provide coverage in science. The list therefore represented, in the opinion of the Project Director, the bare essentials. However, of the 57 titles listed, only nine were found to be actually held by two-thirds or more of the respondents. These were (with number of libraries reporting them):

ALA Basic Book Collection	(36)
Britannica Junior Encyclopedia	(36)
Children's Catalog	(50)
Compton's Pictured Encyclopedia	(43)
Goode's World Atlas	(36)
Kunitz, Junior Book of Authors	(44)
Mott & Baisden, Children's book on how to use books and libraries [a textbook]	(42)
World Almanac	(45)
World Book Encyclopedia	(47)

This showing is even more discouraging when it is noted that two of the nine titles *are selection aids, not books that would normally* be used by the children themselves.

2) The absence of a dictionary from the list above is explained in part by the scattering of holdings among a number of titles. The maximum holding of any of the dictionaries listed was Walpole's Golden Dictionary, in 28 libraries.

3) Only one librarian reported having the Abridged Readers' Guide while two reported Subject Guide to Children's Magazines. Suggested additions to the list included the National Geographic Magazine Index and Readers' Guide (although it would have been expected that a library holding this title would have checked the Abridged).

4) A fairly high degree of dissatisfaction with present practice was reflected in the answers. Negative answers (i.e. would not recommend present practice) are shown in Table I.

TABLE I

RECOMMENDATIONS FOR CHANGE IN PRESENT PRACTICE OF INSTRUCTION

Questionnaire topic	Reference books			Library tools		
No. of returns received		51			52	
Total no. items in questionnaire		57			51	
No. of times change of practice recommended	1-4	5-9	10 plus	1-4	5-9	10 plus
No. of items for which change of practice recommended	35	14	3	10	39	1

In other words, 17 respondents (14 plus 3) indicated dissatisfaction with their teaching of five or more items relating to reference books; on the other hand, 40 respondents indicated dissatisfaction with their teaching of five or more items relating to library tools.

5) Forty-four respondents indicated use of capital letters for subject headings and 14 use of red letters, indicating the form necessary for test items on this topic. These figures imply that some librarians use both systems for this purpose, either in the same or in different schools, or have devised other systems consistent with their own situations.

6) Wide disparity of practice with regard to testing of library instruction was also indicated by the reply that eleven (out of 52) do no testing at all and only eight test before the top grade leaves school. When tests are occasionally used they are, in 41 out of 52 cases, self-made tests. Only one respondent indicated the use of the Iowa test section on this topic.

7) Only ten out of 52 respondents indicated that they had a written guide for the program of instruction in library skills.

The information gathered from these two inquiries provides some data for an assumption of low quality of teaching library skills in schools having librarians; it provides evidence for a wide disparity in the nature of the instructional programs carried out in such schools, and also a discouragingly low holding of reference books considered basic at the elementary school level.

The next step was that of outlining the objectives of instruction in the use of library tools and reference books at the elementary level and, on that basis, the formulation of a tentative outline of content. This was outlined by the Director of the Project, submitted to the members of the Advisory Committee for criticism, and revised on the basis of the criticisms received. The result of this composite judgment is given in Table II which shows broad areas of content, percentages of content in comparison with Test W-3 of the ITBS, and priority, with comments on several specific areas.

TABLE II

OUTLINE OF CONTENT AND PRIORITIES FOR LIBRARY SKILLS TEST

	Percentage of content		Project test	
Area	ITBS Test W-3	Project test	Priority	Comment
A) Care of books	none	1%	low	Too elementary to test at 6th grade
B) Parts of books	9%	10%	high	Emphasize value and use, not just recognition
C) Libraries	none	2%	low	"Right answers" too obvious
D) Arrangement of books in libraries	none	10%	high	Query on familiarity with Dewey numbers resulted in even split of opinion; one item included
E) Using guide words and guide letters	25%*	15%	high	Note overlap with areas B, F and G
F) Locating information in indexes and catalogs	none	20%	high	Agreement by committee on testing on RGP and on need to include use of cross references
G) Using reference books	66%**	34%	very high	Addition of titles by committee; final choice limited by possible number of items
H) Acknowledging sources and taking notes	none	8%	low	Important in judgment of committee, but low priority at this level
No. items in final edition	24	80		

*All items on use of guide words or letters on spine of encyclopedia volumes

**Ten out of 16 items in ITBS are on the use of the dictionary; only four out of 27 in project test are on the dictionary per se.

The above outline was enlarged in considerable detail for the guidance of the project staff in developing items. A number of items, however, had in the final analysis to be arbitrarily assigned to a specific category, because of the overlaps noted above.

Two preliminary editions of the test were developed plus a final one which was the one actually used in the cooperating schools. Steps involved here included the following:

First, the development of a file of test items by the Project Director, members of a class at the library school, and two skilled elementary school librarians working on a consultant basis for this purpose. It was decided at this point to try to construct a "power test" to be administered in our project at the sixth grade level, but appropriate also for use at grades five through eight.

Second, the staff developed three forms of a test, of 70 items each; it could at this point more properly have been called "a collection of test items" than a logically constructed test. Six New Jersey schools cooperated in the try-out of this version. These were all schools in the "school library" category; they provided try-outs in grades four through eight. The statistical work done on this test gave indication of the difficulty of the items and a base for work on the second try-out.

Third, was the production of the second try-out edition, a logically constructed test based on the outline and proportions given in Table III. It consisted of 100 items in two forms each and proved to be a "hard" test, in the nature of the items, in the length of the test, and in the wording of test items and directions. Try-outs were carried out during November in grades four through eight in eleven New Jersey schools, which provided scores for all three library categories. The principals of schools cooperating in both the first and second try-outs received a report of individual scores, frequency distributions, means, and standard deviations on the test. In addition, for the guidance of the project staff, difficulty indices and item validity coefficients were produced for each test item as a basis for determining the differentiation from grade to grade and between library categories.

Finally, one form of eighty items of the final edition was produced on the basis of the analysis and study of 200 items tried out as just described. After items had been determined by the project staff, an experienced elementary school librarian was employed to "edit" the items for difficulty of language only, not for content. The final edition entitled "How much do you know about books and libraries?" may be referred to in Appendix I.

Administration and scoring. The final form of the Library Skills Test (consisting of 80 items with difficulty indices between .30 and .70 and item validities of at least .30) was administered to the sixth grades of the six cooperating schools by their teachers during the early weeks of March, 1960. The score for each child was determined on the basis of the number of correct answers; the maximum score therefore was 80. The mean scores and standard deviations for the sixth grade children in each school and for the three library categories are shown in Table III.

TABLE III
LIBRARY SKILLS TEST (PUPIL VARIABLE)

School	No. of 6th Grade Pupils	Mean	S.D.
A	120	47.2	12.30
B	87	54.5	9.25
Category III	207	50.2	11.65
C	89	46.5	11.75
D	77	48.3	8.05
Category II	166	47.4	10.25
E	109	48.3	9.0
F	104	36.2	8.35
Category I	213	42.3	10.63
TOTAL	586	46.55	11.41

Findings. On the basis of the mean scores shown above it is seen that this test provides some differentiation between library categories in favor of the school library category, and therefore the hypothesis for this measure is substantiated. It is apparent, however, from a study of the mean scores for each school that there is also some overlap among the schools.

Analysis of the data above for School B for which the mean score is highest and for School F for which the mean score is lowest shows that there is substantial differentiation in favor of the school library category. The lowest 67% of the children in School B made scores better than the top 67% of the children in School F (based on mean scores + and - one S.D.). It is possible that such factors as general accessibility of other library resources and socio-economic differences may account for the less sharp differentiation found for these six schools by this measure.

It also seems apparent from a study of the data in Table III that the test is not an easy one. The range from 10 to 72 and the mean score of 46.55 for the total group corroborate this statement. The difficulty of the test, at the same time, appears to make possible its use as a "power" test for junior high school grades, although no statistical work has been done on this basis.

Further statistical analysis of this measure will be found in Chapter V.

Revision of the measure and implications for Phase II. There seems to be no major reason for revision of this measure as shown by the analysis and use of the test in Phase I. There remains, however, in the files of the project a large file of unused items on which all the statistical analysis has been carried out and it is recommended that this file be used for the development of a second form of the test for administration in Phase II, along with the present form.

It is possible that, with the larger sampling available for Phase II, the findings on this measure may be sharper and provide greater discrimination among library categories.

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[2] It can also be reported that when the sections of the test were ranked in order of difficulty by schools and as a whole, sections A, G, E, and B were the most difficult for the group as a whole. Reference to Table II will identify these as areas which might presumably be almost as easily taught in the classroom as in the library, so far as necessity of having the central library is concerned.

CHAPTER IV

E. MEASURE OF AMOUNT AND QUALITY OF READING

Hypothesis. The amount and quality of reading done by children is related to the nature of the library provision in the school.

Underlying assumption. "Quality of reading" on the part of sixth grade children can be measured by the characteristics of the materials read.[1]

Definitions. Quality of reading and maturity of reading have been used synonymously in this investigation. The following definitions were developed as functional bases for the rationale of this area:

Immature readers at sixth grade level are characterized by minimum achievement of basic reading skills required for sixth grade and by reliance upon books of inferior quality or difficulty.

Readers *at* sixth grade level are characterized by achievement of the objectives of the reading program in a satisfactory way and by readiness to apply skills to books rated as average for sixth grade.

Mature readers at sixth grade level are characterized by mastery in basic skills, comprehension, and independence in choice and use of superior books.

"Reading level" of books was used to indicate the difficulty of the reading matter as measured by standard selection aids and by the professional judgment of the staff.

"Concept level" of books was used to indicate the complexity of ideas, the maturity of theme, and the depth of insight required by the sixth grade reader for full comprehension or appreciation, as determined by the use of standard selection aids and the professional judgment of the staff.

"Interest area" was used to identify the dominant appeal of a book presumed to be most likely to interest children at sixth grade level.

Limitations. It was decided to record the reading of sixth grade children only, this being the grade at which the impact of the program should be most evident, within the purposes of this investigation.

The original limitation of the recording time was planned for two periods — September to December, and December to February. This proved not to be practical. The data included in this study represent only the reading reported from the middle of September to December 22. A second set of records was distributed on December 22;

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[1] Jeanette Foster in "An Approach to Fiction through the Characteristics of its Readers," *Library Quarterly* 6: 124-74, April 1936, concludes her pioneering study with the hope that "The present effort looks toward a time when it will be possible to say 'Tell me what you read and I will tell you what you are.'" (p. 174).

this provided a record of reading from January 1 through April, and has not been tabulated for this area of the investigation.

Development of measure. The development of the rationale for this area of the investigation has been the most complex of any part of the study.

The first step consisted of the development of a bibliography and analysis of the literature on maturity in reading at the sixth grade level, on the development and use of reading records, and on the formulation and use of checklists as evaluation devices. Gray and Rogers' study on *Maturity in reading* and Smith and Tyler's study on *Appraising and recording student progress* were among the most useful materials for this part of the project.[2] An evaluation of the research referred to has been prepared and is on file.

The next step was the development of "My Reading Notebook" of which 1500 copies were printed for use by the sixth grade children in the six cooperating schools. These were designed to secure the following information: A record of *all* reading of books, magazines, and comic books during the given time limit, excluding books read on specific assignment by the teacher. This reading was to be recorded at regular intervals, once every week being the recommendation by the project staff. In addition, the record called for the child to report the number of pages in each book, the number of pages read, the enjoyment level, and the source of the book. For magazines, frequency and source were requested; for comic books, only source. (See Appendix J for sample sheets.)

Next in order was the development of a sample checklist of about 250 titles which sixth grade pupils should have an opportunity to read, representing a range in concept level, reading difficulty, interest areas, and literary form. It had been the intention of the project staff to use this sample checklist for checking the reading reported by children in "My Reading Notebook," such a sampling being considered essential for Phase II. The sample checklist was derived from booklists in four basal reading series and seven widely used selection tools. The catalog at the Center for Children's Books at the University of Chicago was used as an additional authority in selection and "rating" of specific titles.

A part of, and basic to, this work was the development of "Criteria for determining levels of maturity and interest areas" (see Appendix M). This statement was used as a guide in the work done in rating the books read by children.[3]

An attempt was next made to validate the sample checklist by securing judgment on it from outstanding authorities in the field of children's literature and reading. These authorities were asked to vote on "How representative is this list of the books which every sixth grade child should have an opportunity to read?" Respondents were asked to indicate on the ballot the titles, by item number, which they questioned. Responses are shown in Table I. Table II shows the negative votes by number of titles questioned.

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[2] William S. Gray and Bernice Rogers, *Maturity in reading*. Chicago, University of Chicago Press, 1956.

Eugene R. Smith and Ralph W. Tyler, *Appraising and recording student progress*. New York, Harper, 1942.

[3] It was suggested that the Preter study (*op. cit.*) be examined for the possibility of rating by authors, not titles. This method was rejected, however, as inapplicable to children's authors, who vary in the specific subjects and particularly in reading difficulty of their work to such an extent that in the opinion of the Director a rating of authors would not be valid. This study does have significance for future exploitation of the data derived from this investigation, however; in addition, there *are* some authors who can be and have been categorized in our rating as authors.

TABLE I

VOTES ON REPRESENTATIVE CHARACTER OF
SAMPLE CHECKLIST OF 254 TITLES

Yes	27
Yes with reservations (no more than 13 titles, or 5%, questioned)	14
No (more than 13 titles questioned)	9
Total votes received	50
No answer received	12

TABLE II

NEGATIVE VOTES ON TITLES IN SAMPLE CHECKLIST

No. of titles questioned	No. of authorities questioning this no. of titles
82	1
34	2
14	3
9	4
1	5
1	6
Total 141	

Table III shows the results of an effort to determine whether there was any difference in opinion according to the degree of closeness to children on the part of respondents.

TABLE III

OPINION ACCORDING TO DEGREE OF CLOSENESS TO CHILDREN

	Degree of closeness*		
Vote	I	II	III
Yes	9	7	10
Yes with reservations	5	3	7
No	4	2	3
Percentage of No votes	23	16	15

*I School librarians or teachers (work directly with children in school)

II Public librarians, curriculum or library supervisor (work only indirectly with children in school situation).

III Library school instructor, state supervisor (removed from children).

Findings of this survey of opinion on the sample checklist indicate:

1) a high degree of approval of the list on the part of the group as a whole (80 per cent voted yes with less than 5 per cent reservation)
2) A wide dispersion of titles questioned (82 titles, or 32 per cent of the list, questioned by only one person)
3) A larger percentage of No votes from those respondents closest to children in school
4) Comments and suggested titles on the returns indicated a real weakness of the list in certain curricular areas
5) Some No votes included the comment "Yes, these books are representative of what our children ought to read but are not representative of what they are reading."

On the basis of these findings, it was concluded that the list of authorities probably had included too high a proportion of persons removed from direct contact with children and that the list was not long enough as originally set up. Justification for such criticisms as(3) to (5) above was found in the later phases of work on this area.

Concurrently with this work, the sample checklist was actually used as a basis for a trial checking of the reading reported by children in the participating schools. It was found from this checking that the sample checklist did not adequately represent the reading of the children in our cooperating schools and, if only the books on the sample checklist were used as a basis for scoring reading records, there would be two results: an unequal percentage of each child(s total reading would be used for a score and the data would not be valid for a pupil variable. It was therefore decided that, at least for Phase I of this investigation, all books reported as read would have to be rated according to the plan illustrated by the sample checklist.

The next step then became one of identifying and rating all titles reported as read by the children on "My Reading Record," using only the record kept from September through December. This rating was carried out by the Project Director.* Criteria for identification of titles consisted of checking the following trade bibliographies: Books in Print 1958 and 1959 and Textbooks in Print 1959 and 1960. Criteria for rating the books included the statement (Appendix M) developed for the work on the project, the ratings in the sample checklist, and the evaluations of specific titles found in Children's Catalog 1956-59; Standard Catalog for High School Libraries 1956-59; Eakin, Good Books for Children (University of Chicago, 1959), and Recommended Books, 1950-59 (Junior Libraries). Towards the end of the rating, reviews were also searched in Book Review Digest and the Bulletin of the Children's Book Center, in order to rate as many titles as possible.

It should be stated here that, because of the extreme difficulty of working with these records and resultant errors in the work on the slips, two re-checks were necessary in rating the books, as a consequence of which several hundred additional titles were rated by the Director's judgment alone. The final list of identified and rated titles totalled 2516. When the work was completed, 37 titles were identified bibliographically but could not be rated for lack of reviews and/or knowledge of specific titles on the part of the Director.

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*Whose judgment was checked by three practicing elementary school librarians, each rating assigned parts of the list.

TABLE IV

NUMBER OF ITEMS REPORTED READ FOR WHICH NO RATING COULD BE PROVIDED

School	Source Fl	SL	CC	Fr	N	No Source	Total	Dups.
A	2	21	17	5	24	2	71	+16
B	4	7	1	0	6	1	19	+ 1
C	15	17	3	4	25	13	77	+ 6
D	11	4	2	1	14	2	35	+ 1
E	9	—	13	1	15	3	41	+ 3
F	3	—	32	2	23	1	61	+15
Total	44	49	68	13	107	22	304	+42

The project staff set high standards of accuracy for itself and was reluctant to admit defeat in attempting to rate all items reported by the children. It seems reasonable to state, however, that it is surprising that as many items were identified and rated as were, considering the bibliographical illiteracy of many college students, not to say sixth grade children. The 304 slips noted above were studied carefully in every effort to rate them. On the assumption that they might be comic books reported by the children as "books," both Ayer's Newspaper Directory and the files of Paper Back Books in Print were checked with samplings of every fifth slip taken at three steps in the work. As a result of these three checks, one slip was positively and five others tentatively identified; it was decided therefore that this was not a profitable line to pursue. Reasons for failure to identify and to rate these 304 items are assumed, on the basis of a study of the items, to be the following:

1) A very small number represent movies reported as books
2) Project staff could not read child's hand-writing
3) Child gave incomplete or incorrect data. This is presumed to be a factor in a major number of items. Many titles were adequately identified on the recognition of a series, illustrator, or even publisher given by the child as author. There was a point, however, beyond which this kind of identification could not go.
4) Child entered title of a story in a book which could not be tracked down in the time available.
5) No differentiation made by child between varying editions of a title or between different volumes of a set of readers.
6) The 304 items noted above include the 37 titles which were identified but for which no reviews were available.
7) A few may be suspected of being "grofs."

In carrying out the work of rating the reading records it was inevitable that the staff should notice differences in the quality of the reading records as kept by the children. Those for School B were superior in form, in care of the recording of reading, and in the extent to which items reported could be identified and rated. It seems not unreasonable to assume some correlation of these factors with teacher-interest in the project and with the high scores made by the pupils in this school on the Library Skills Test.

Examples of the titles reported read by the children and of the ratings given by the project staff to selected titles may be examined in Appendix K.

To recapitulate, the rating of titles reported read by children was designed to test the assumptions that the more mature reader in the sixth grade:

1) will read in several interest areas
2) will select from several literary forms
3) will generally read at or above grade level in reading difficulty
4) will generally read at or above grade level in concept level
5) generally enjoys what he reads
6) secures his reading from several sources
7) selects his reading from more than one medium
8) reads a larger quantity than the less mature[4]

The preceding outline of development has attempted to describe the background rationale by which the rating of books for amount and quality of reading was developed. Specific guides for the four "ratings" should be defined for an understanding of the ratings given in Appendix K.

For "Literary Form" titles were classified as Fiction, Stories, Factual, Biography, and Poetry.

For "Interest Areas" specific interest areas illustrated in Appendix K were assigned but, in scoring, these specific areas were recorded in one of fifteen larger categories, as follows:

Adventure
Aesthetic appreciation
Animals
Biography
Boys and girls as characters
Browsing
Family
Fantasy
History
Information
Machines and engineering
Mystery
Other lands and peoples
Science
Sports and hobbies

The category of "Browsing" had to be used simply as a catch-all for the sizeable amount of reading done from readers and anthologies which could be categorized in no other way. In the same way, "Information" was used as a category for the reading of mature informational books which appeared to fall outside the other interest areas, as for example, etiquette. There is, of course, a close correspondence between the literary form of biography and biography as an interest area, although these are not presumed always to be synonymous.

For "Reading Level" the figures given indicate grade ranges as judged by the raters (the Project Director and consultants) and checked against standard selection aids.

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[4] A survey of literature was conducted to find precedents for a measure of the amount of reading by sixth grade children. Only one study gives figures which offer possibility of comparison. Leavitt reports an average per week of 2.36 books read in a "central library" situation and 1.48 in a "classroom collection" situation, based on library circulation records kept for one year ("Effect of school library facilities on fifth and sixth grade reading habits" Thesis, BSLS, Drexel Institute, 1954).

For "Concept Level" the figures assigned indicate below sixth grade level (1), at sixth grade level (2), and above sixth grade level (3). Reference to the definition given at the beginning of this section should remind the reader that this is not synonymous with reading level, for example, Barnett's World of Science was judged to be above grade level in reading difficulty (6-9) but at grade level in concept (2).

Method of scoring. The tally and scoring sheet (see Appendix L) was devised so that each child's record could be compiled for easy reference. Scores for each pupil on each of the variables mentioned above (see the recapitulation) were derived as follows:

1) total number of different interest areas in which at least one book is reported
2) total number of different literary forms in which at least one book is reported
3) weighted average of midpoints of assigned ranges of reading difficulty levels (see tally sheet)
4) weighted average of assigned concept levels (see tally sheet)
5) weighted average of "liking" rating as stated by pupils in reading record
6) total number of different sources from which at least one example of any type of reading material (book, magazine or comic book) is secured
7) number of different types of reading material reported as being read
8) total number of books reported as being read

On the basis of the methods described above, the data in Table V, giving mean scores and standard deviations by schools and by categories, were derived from the pupils' reading records as recorded from one set only (for September through December).

TABLE V
READING RECORD SCORES (PUPIL VARIABLE)[5]

	Means									
	A	B	III	C	D	II	E	F	I	Total
N	45	54	99	30	35	65	32	43	75	239
NBR	12.800	17.389	15.303	9.200	6.314	7.646	10.531	5.465	6.293	10.393
NLF	2.711	3.352	3.061	2.233	2.257	2.246	2.375	2.070	2.200	2.569
NIA	5.778	7.000	6.444	4.067	3.571	3.800	4.406	3.256	3.720	4.870
E	2.373	2.944	2.685	2.867	2.580	2.712	3.028	1.833	2.343	2.585
RD	1.818	1.891	1.858	1.933	1.866	1.897	1.997	1.674	1.812	1.854
CL	1.653	1.819	1.743	1.613	1.623	1.618	1.866	1.533	1.675	1.688
S	2.444	3.315	2.919	3.167	2.771	2.954	2.875	1.814	2.267	2.724
NM	.867	5.167	3.218	3.733	3.914	3.831	3.156	2.000	2.493	3.113
FMR	.562	2.319	1.520	1.703	1.806	1.751	1.656	1.147	1.364	1.536
NCR	2.289	3.111	2.737	7.003	7.543	7.308	5.718	6.302	6.053	5.297

[5] This table is based only on those records which were complete in all responses. All reading records, however, were used in providing the data used in Chapter V, that is, for those children for whom both the Reading Record and the ITBS scores were available. A tabulation was run between the reading records used for Table V and the additional ones used in Chapter V; no particular difference could be discerned between the two sets except for lack of response to certain items such as source, etc. See following page for Key.

TABLE V (CONT'D.)

Standard Deviations

	A	B	III	C	D	II	E	F	I	Total
N	45	54	99	30	35	65	32	43	75	239
NBR	7.424	7.713	7.886	6.905	4.497	5.869	9.964	5.216	9.067	8.022
NLF	.815	1.101	1.029	.898	.989	.936	1.100	1.335	1.241	1.149
NIA	2.411	2.128	2.331	1.780	1.754	1.769	2.448	.880	2.539	1.170
E	.882	1.416	.703	.982	1.096	1.047	.669	1.334	1.246	1.003
RD	.279	.391	.365	.502	.440	.576	.400	1.890	.713	.545
CL	.315	.110	.365	.472	.511	.489	.416	.812	.689	.513
S	1.012	1.025	1.204	1.234	.877	1.067	1.157	1.097	1.234	1.173
NM	1.791	4.334	1.274	3.619	2.811	1.007	3.511	2.760	3.134	1.128
FMR	.988	.742	1.928	1.066	.913	.980	1.085	1.165	1.152	1.147
NCR	8.720	4.133	6.582	6.810	9.294	8.183	6.390	10.637	8.958	7.973

Key: N = number of pupil records used
NBR = number books read (i.e. number of items reported as books, including parts of books)
NLF = number literary forms represented
NIA = number interest areas represented
E = enjoyment average
RD = reading difficulty average
CL = concept level average
S = sources of all reading materials (books, magazines, comics)
NM = number of magazines read
FMR = frequency of magazine reading
NCR = number of comics read

In an effort to gain additional insight into the possibility of differentiation among schools and library categories in relation to selected data gathered on pupil reading, the information summarized in Table VI was also tabulated, showing percentages of response and ratings as indicated.

Findings. The hypothesis that the amount of reading done by children is related to the nature of the library provision in the school, is substantiated by the measures used for these six schools. The mean score on number of items reported as read by the children in the school library category is twice that in the central collection category and almost three times that for the classroom collection category. The number of magazines read is also more in the school library category than in either of the other two categories.

The hypothesis that the quality of reading done by children is related to the nature of the library provision in the school is on the other hand not clearly substantiated for these six schools by the measure and rationale developed for this area of the investigation. The findings which tend to substantiate the hypothesis

TABLE VI

PERCENTAGE OF RESPONSE FOR EACH SCHOOL ON LITERARY FORMS, READING LEVELS, CONCEPT LEVELS, AND SOURCES USED

Literary Form	School A	 B	 C	 D	 E	 F
Biography	.049	.136	.090	.104	.199	.077
Factual	.17	.165	.11	.181	.285	.288
Fiction	.54	.609	.74	.588	.425	.508
Stories	.23	.073	.054	.104	.086	.125
Poetry	.007	.014	.007	.02	.0029	.0
Total no. items	583	928	276	221	336	232
Reading Level						
Below	.352	.293	.196	.191	.147	.29
At	.559	.527	.614	.60	.630	.463
Above	.090	.179	.185	.208	.221	.246
Total no. items	565	925	875	225	338	231
Concept Level						
Below	.430	.367	.510	.457	.320	.416
At	.484	.491	.375	.393	.525	.416
Above	.083	.140	.109	.149	.514	.167
Total no. items	578	925	274	221	337	233
Source						
None	.024	.024	.033	.044	.020	.025
PL	.026	.034	.063	.067	.135	.005
SL	.333	.478	.107	.106	.048	.168
F	.067	.059	.135	.137	.093	.086
H	.275	.289	.632	.603	.486	.585
Total no. items	783	1353	598	590	621	579

can be stated as follows: (1) The average number of interest areas recorded for the children in the school library category (6.444) is double that for the other two categories; in terms of fifteen possible interest areas this is, however, not large. (2) The number of comic books read -- as reported by the children -- is inversely related to the school library category. If less reading of comics be equated with quality in reading, then this provides some basis for differentiation in quality.[6] (3) There is some differentiation in number of literary forms read, in favor of the school library category (an average of three out of five as against two out of five in the other categories). (4) The scores for the schools in Category III represent a higher percentage of completeness of rating than is true for the schools in Categories II and I. This factor, combined with the much greater number of items read in Category III, provides basis for assuming that the factor of numbers may affect the scores for weighted items such as reading difficulty and concept level. On the negative side, the scores for reading difficulty and concept level show no differentiation among library categories. Finally, to the extent that this aspect of the hypothesis has not been fully substantiated, the underlying assumption that quality of reading can be measured by the characteristics of the materials read has also not been justified.

Other findings which should be reported here include the following: There is considerable variation within library categories as shown by the school scores on a number of factors. School B for example is considerably higher than School A in number of interest areas, in number of sources reported, in number and frequency of magazine reading. These last two factors are presumably related to the higher quality of the magazine collection for this school, as reported earlier for this measure. In Category I, there is considerable variation between Schools E and F in number of books read and in the enjoyment level reported by the children.

Factors which remain relatively constant from school to school and from category to category appear to be the rating for reading level and for concept level. It should be noted particularly that in no case is the mean score on these two factors as high as two, that is, at grade level. Another factor operating here, however, is also the fact that both reading level and concept level are rated on only a three-point scale.

A study of the standard deviations for number of books read, in relation to the mean scores, indicates that a much larger proportion of children are reading (and by inference reading more) in the school library category than in the other two categories. This is verified by reference to actual reading reports, which show one child each in Schools C and D and seven in School F who reported no reading at all in the period covered. Many in Category I reported reading only one or two items.

Table VI shows the use of the public library as a source for the reported reading to be at a relatively constant and low level for all schools.
It is highest for School E which is close to a public library open for relatively adequate hours and lowest for School F, whose public library is almost completely inaccessible to this school. Both schools, it should be noted, are in the classroom collection category. While it was to be expected that the two schools in the school library category should show the highest percentage of use of the school library as

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[6] There is perhaps less reason for children in Category III to report reading of comics, since they have other types of reading accessible. School A has them in the library whereas some faculty of School B frown on them!

source, it is surprising that the slack, so to speak, should be taken up for the other two categories by the home rather than the public library as source.

An assumption advanced by the writer at this point, with regard to the relatively constant below-grade-level reading reported in Tables V and VI is that both teachers and librarians may be selecting classroom and school library collections from "graded" materials, that is, primarily at grade level. Reference to Appendix K will show that many titles above grade level were reported by the children, but it is obvious from the data presented so far that in general no differentiation on the factors of reading and concept level has been found in favor of the school library category. Another assumption may be that, when children make their own selection of reading matter, they tend by and large, like adults, to select material that is slightly easy, i.e. below grade level, for their capacity.

Revision of measure and implications for Phase II. Although the reading records for the first two and a half months of the school year were checked against the sample checklist, it is true that there was in effect no trial run for the measure on amount and quality of reading. The data reported in this section actually represent only the trial run. There remains unused the second set of reading records covering the period January 1 to April 25, thus providing altogether a report of all reading, except assigned reading, for a seven-month span, of which approximately two and one half months has been used. In addition, records are unused but available for those children for whom ITBS scores were not available. Two methods of use of these data are proposed:

The remaining records could be divided into equal parts (i.e. for January-February and for March-April), tabulated, and rated by the method used here and the results compared, as well as the totals for the entire period studied. This should indicate whether there are variations in the time span covered and indicate also the data on the total reading for the period.

It seems desirable, as well, to select on a random basis reading records of individual children for the total period and analyze them as case studies, using the hypotheses stated for this area as criteria by which to test them. Both of these methods together, if it is at all possible, should provide basis for whatever revision of the measure is necessary in Phase II.

Some simple revisions in the directions for "My Reading Record" also seem indicated. In the administration of the record, the project staff tried to be as permissive as possible, in order to assure a complete reading record on the part of the pupils. It seems obvious that it is necessary to be more directive in dealing with both the faculty and pupils although the permissive atmosphere has, it is felt, been successful in securing records of reading with a high degree of validity, if not of accuracy in every case.

So far as the analysis has progressed for this measure, only two methods seem feasible for use in Phase II: either the preparation of a sample checklist on the basis of the list developed in Phase I and the checking of pupil reading records against this checklist to produce a school variable, or the selection on a random basis from the total population of records kept by individual pupils and their rating, as carried out in Phase I. The variations by schools within category appear to underscore the importance of attempting to carry out a measure of quality as well as quantity using a larger, and therefore more representative, sample of the sixth grade population.

Another implication for Phase II, however, relates to the clerical methods to be used in checking the reading records. Some way will have to be found, perhaps by the use of a photo-clerk operation, by which to provide sets of cards for each title reported, duplicated in sufficient quantity to provide an index to the items read by correct author, as well as by joint authors, illustrator, title, publisher, and series entry. Even with the most authoritarian teacher directing the work of recording, it seems likely that the bibliographical immaturity of sixth grade children will make some provision of this kind essential.

CHAPTER IV

F. MEASURE OF PUPIL PURPOSES AND INTERESTS IN READING[1]

Hypotheses. The development of these two checklists to be discussed in this chapter was undertaken to test the hypotheses that (1) awareness of purposes of reading as indicated by sixth-grade response to a checklist is related to the type and amount of library provision; and that (2) awareness of the interest areas of reading as indicated by sixth-grade pupil response to a checklist is related to the type of library facilities available to them.

Definitions. "Awareness of purposes of reading" is indicated by the number of purposes which sixth-grade children will check as reasons for their own reading. "Awareness of interest areas of reading" is indicated by the number of interest areas which are checked by sixth-grade children.

Rationale. The child who does not have library facilities available to him does not have access to the wide range of materials which would be essential to many of the purposes for reading, and thus he is not aware that his need for various types of information can be answered by materials of the sort which are found in a well-equipped library. Also, the child who does not have library facilities available to him has no opportunity to develop an interest in many types and subjects of reading, because materials representing such a range are not accessible to him.

Development of the measure. The two checklists (see Appendix N-1) were developed by a project staff member and one of the staff consultants. The checklist on purposes of reading was adapted from the list of such purposes appearing in Gray and Rogers' discussion in Maturity in Reading,[2] an analysis of some of the factors included in this study on the adult level. From the list presented in this publication, 21 items were selected which were considered applicable to children's reading. These were analyzed and phrased in terms which should be understandable to sixth-grade pupils.

The second checklist was an adaptation of the list of interest areas assigned to the books reported read by these children in their reading record booklets. A list of 88 areas was drawn up from which the children were expected to select topics representing their reading interests.

These two checklists were then tested through the courtesy of school officials in a Pennsylvania community. The returns of these two checklists were scored by counting the number of purposes and interests checked by each child. Each paper therefore provided two scores. Following this, items were analyzed to determine (a) those which differentiated between those children marking a high number of purposes and/or interests and those marking a low number, and (b) those items which drew a low level of response from both the high and low groups. On the basis of this analysis, two checklists were developed, one a group of 14 purposes of reading, and the other a series of 44 items representing reading interest areas. These checklists were presented to the schools participating in the study for administration to the sixth grade pupils.

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[1] This section of the study was prepared as an independent problem by Corinne G. Tufte, Research Associate for the project.

[2] William Gray and Bernice Rogers. Maturity in Reading. (University of Chicago Press, 1956) pp. 92-93.

Findings. Table I presents the number of children responding to the checklists, the obtained means and standard deviations for each school, each category and the total group.

If the schools are ranked from high to low in the number of their statements of their purposes in reading, their order is as follows: F, B, D, E, C, A. Reference to Table II which presents the differences between the means will show that School F, a school in the non-library category, leads the group in recognition of purposes of reading, and that the difference between this school and all others is significant. The difference between Schools A and B, while not significant in the statistical sense, is broad enough to indicate that there is a range in the attention which is given to this factor in schools where there are libraries. It is interesting that a school library should exist in a school reporting the lowest number of purposes for reading. Again, Schools D and E, not in the same category, but in the same community, are consecutively ranked with only a very small difference between them.

An analysis of the responses of the individual categories and the total group indicates that the most common reason for reading is self amusement; the least common is memorization. Apparently children do not consider the repetitious reading required for memorization as "reading" in the usual sense, or perhaps the amount of reading they do for this purpose is low in proportion to that required for other purposes.

While there are differences in school rankings of different reasons for reading, there seems to be no recognized pattern of "maturity" in such a ranking. Children in Category III, as frequently as those in Category I, read for personal satisfaction ("to amuse myself") or because of some outside force ("to do my homework") rather than because of recognition of the importance of reading in civic responsibility or in satisfactory inter-personal relationships.

In the analysis of interest areas of reading, if the schools are ranked in terms of the number reported, their order is F, D, B, A, C, E. Note that only the two schools in Category III are ranked consecutively, and that the highest and lowest schools are in the same category. Table II shows that school F is significantly higher than all other schools, and that School E is significantly lower than Schools B and D although not to the same degree of significance. Another factor to be pointed out is that for the first time Schools D and E are separated, although the amount of difference is not of statistical significance. The responses of children in School F may be reflecting curiosity rather than familiarity with the areas included in the checklist, while children in School E, a school where there is a county library program, may be more familiar with the range of materials provided in a library. School D does have a kind of library, which may be responsible for the difference indicated.

When the responses are inspected to find those most and least commonly reported, Adventure, Humor and Mystery lead the field in all schools and all categories. Least commonly reported is the area entitled "Atoms" with "Engineering" and "Trains" reported with only a slightly higher frequency.

The effect of school libraries does not seem to be particularly evident in these two areas. Perhaps availability of materials from other sources is the deciding factor, and perhaps the effect of the school library lies in the individual rankings of the reasons for reading or depth of interest in areas checked, factors not included in this analysis.

TABLE I
NUMBER OF CHILDREN RESPONDING AND MEANS AND STANDARD DEVIATIONS FOR EACH SCHOOL, EACH CATEGORY, AND THE TOTAL GROUP FOR PURPOSES AND INTERESTS IN READING

School and Category		Purposes		Interests	
	N	M	S.D.	M	S.D.
A	84	4.80	2.42	12.43	5.54
B	65	6.02	2.48	13.32	6.39
III	149	5.48	2.53	12.82	6.00
C	58	5.07	2.01	12.22	6.09
D	52	5.35	2.31	13.92	5.94
II	110	5.20	2.17	13.03	6.06
E	59	5.25	1.88	11.12	5.90
F	65	7.71	1.94	16.79	6.12
I	124	6.78	2.25	14.09	6.99
TOTAL	383	5.71	2.33	13.37	6.33

TABLE II
DIFFERENCE BETWEEN SCHOOLS IN PUPIL PURPOSES AND INTERESTS IN READING*

School	B	C	D	E	F
			Purposes		
A	1.22	.27	.55	.45	2.91
B		.95	.67	.77	1.69
C			.28	.18	2.64
D				.10	2.36
E					2.46
			Interests		
A	.89	.21	1.49	1.31	4.36
B		1.10	.60	2.20	3.47
C			1.70	1.10	4.57
D				2.80	2.87
E					5.67

*Double underscored figures are differences significant at the one per cent level. Single underscored figures are differences significant at the five per cent level.

One of the original purposes of asking sixth grade pupils to respond to a checklist of interest areas in reading was to validate those areas assigned by the project Director and the consultants (see Chapter IV-E), but no significant relation was discovered between these two scores. The correlation coefficient, however, concerns only the number of expressed and assigned interest areas. A case study to determine if interest areas checked by the pupils are not in fact sub-topics of some of the assigned interest areas might show higher relationship than the correlation coefficient indicates.

CHAPTER V

STATISTICAL ANALYSIS

The first three sections of Chapter IV presented the development of measures for three *school* variables and an analysis of the findings as applied to the sample of six schools. *Pupil* variables were derived from the material presented in the last three sections of Chapter IV and from Chapter III. These pupil variables consisted of the following factors:

(1) Father's occupational level
(2) Father's educational level
Difference scores in education achievement (ITBS) in:
(3) Vocabulary
(4) Reading
(5) Language
(6) Library Work Skills
(7) Total Work-Study Skills
(8) Arithmetic
(9) Composite
(10) Library Skills Test
(11) Number of books read
(12) Number of literary forms
(13) Number of interest areas
(14) Enjoyment rating (average)
(15) Reading difficulty level (average)
(16) Concept level (average)
(17) Number of sources
(18) Number of magazines read
(19) Frequency of magazine reading (average)
(20) Number of comics read
(21) Number of purposes of reading
(22) Number of stated reading interests
(23) Number of activities

These twenty-three pupil variables were submitted to machine computation for correlation analysis; from this, correlation matrices were obtained for the total group, for each library category, and for each school.

Analysis of pupil variables. Table I presents a composite of the correlation coefficients for the pupil variables on library measures (numbers ten through twenty-two above) with variables one, two, nine and twenty-three above.

Study of this table shows that for *the total school group* reading difficulty, concept level, number of comics read, number of purposes of reading, and number of reported interest areas have no significant relation to any measure of socio-economic status or of educational gain. Out-of-school activities are related only to the Library Skills Test; father's educational level is significantly related to the Library Skills Test, number of sources from which the pupil obtains his reported reading material,and frequency of magazine reading. The highest correlation coefficient obtained for this group is .21, between father's educational level and the Library Skills Test. Father's occupation and pupil achievement (that is, educational

TABLE I
PUPIL VARIABLES FOR WHICH SIGNIFICANT CORRELATIONS WERE OBTAINED

Library Variable	Total Schools (1) Occ.*	Total Schools (2) Ed.	Total Schools (23) Act.	Total Schools (9) Gain	Category III (1) Occ.*	Category III (2) Ed.	Category III (23) Act.	Category III (9) Gain	Category II (1) Occ.*	Category II (2) Ed.	Category II (23) Act.	Category II (9) Gain	Category I (1) Occ.*	Category I (2) Ed.	Category I (23) Act.	Category I (9) Gain
(10)	-.24	+.21	+.27	+.44	.	.	.	+.41	-.18	+.14	.	+.32	-.45	+.29	.	+.41
(11)	-.14	.	.	+.20	.	.	.	.	-.22	+.12	.	.	-.31	+.21	.	+.31
(12)	-.11	.	.	+.19	.	.	.	.	.	.	.	.	-.26	.	.	+.20
(13)	.	.	.	+.19	.	.	.	.	.	.	.	+.21	-.27	+.22	.	+.19
(14)	-.14	.	.	+.15	-.21	+.23	.	.	.	.	.	+.20	.	.	.	+.21
(15)	.	.	.	.	.	.	.	.	-.22	.	.	.	.	.	.	+.18
(16)	.	.	.	.	.	+.12	.	.	.	.	.	.	.	.	.	.
(17)	-.26	+.15	.	+.23	.	.	.	.	-.17	.	.	.	-.35	+.25	.	+.36
(18)	-.15	.	.	+.11	.	+.13	.	.	.	.	.	.	-.17	.	.	+.21
(19)	-.17	+.13	.	.	-.37	+.32	.	.	.	.	.	.	.	.	.	.
(20)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
(21)	.	.	.	.	.	.	.	+.20	.	-.20	.	.	.	.	.	.
(22)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	N = 382				N = 147				N = 111				N = 124			

Key:
(10) = Library skills test
(11) = Number of books read
(12) = Number of literary forms
(13) = Number of interest areas
(14) = Enjoyment level
(15) = Reading difficulty
(16) = Concept level
(17) = Number of sources
(18) = Number of magazines read
(19) = Frequency of magazine reading
(20) = Number of comics read
(21) = Number of purposes of reading
(22) = Number of reported interest areas

+ = Positive significant correlation
- = Negative significant correlation
* Note that a minus figure in this column must be read as a positive correlation because of the functioning of scoring procedure used in this measure
. = Correlation not significantly different from zero
(1) = Father's occupational level
(2) = Father's educational level
(9) = Composite score of educational gain
(23) = No. of out-of-school activities

gain) are significantly related to the library variables as follows: educational level but not father's occupational level is related to number of interest areas represented in the child's reading; and father's occupational level, but not educational gain of pupils, is related to frequency of magazine reading. There appears to be no significant difference between the correlations obtained for these two pairs of variables.

Fewer significant relations are observed between library variables and socio-economic status and/or educational gain for the three separate library categories. Table I shows that a greater number of significant relationships exist in the Category I schools (classroom collections) than in the Category II and III schools (central collection and school library, respectively). That fewer relationships are observable for Categories II and III may be due to the fact that there are a small number of cases involved or that there is a restricted range in scores in the Category III schools, since high correlations generally depend upon a wide range of scores. It is also possible that library factors in Category III were generally so high that the necessary range of scores was not present. The data presented do not provide sufficient grounds for determining whether socio-economic status is in fact affecting the library factors in Category I, where library factors might be presumed to have a proportionately greater influence on academic achievement.

Because one reason for selecting the Iowa Test of Basic Skills was its inclusion of a sub-test on library skills, the data in Table II are presented to compare the findings for these two tests. The score for the ITBS sub-test is that for the educational gain between fourth and sixth grades; the reader is referred to Chapter IV D, Table II, to note the considerable difference in content and length between the two tests. It may be seen from Table II below that there is a degree of positive correlation between the two tests. The mean scores for the project test show greater differentiation among the schools and among the categories than does the ITBS sub-test, with the greatest difference between School B and School D (for the ITBS sub-test) and between School B and School F for the project test. Both the correlations and the mean scores on the ITBS sub-test are slightly lower for the Category II schools than for Categories III and I, giving some indication that teacher-responsibility and/or teacher plus librarian responsibility may be more effective than the situation existing in a central collection school without a librarian, although this is not clearly substantiated.

TABLE II

COMPARISON OF LIBRARY SKILLS AS TESTED BY SUB-TEST OF ITBS AND PROJECT TEST

Category	III		II		I		Total
School	A	B	C	D	E	F	
Correlation Coefficient	+.28	+.56	+.34	+.30	+.21	+.43	
	+.40		+.29		+.37		+.36
Mean scores for ITBS Sub-test	24.59	25.62	25.10	19.12	25.37	21.45	
	25.04		22.30		23.31		23.68
Mean scores for Project Tests*	48.95	53.55	47.00	47.33	49.27	37.58	
	50.97		47.15		43.15		47.33

*Figures given here are slightly different from those cited in Table III, Chapter IV D, because of the use of machine computation for this table and a slight difference in number of cases used.

Two additional general statements may be made, on the basis of the statistical analysis. The large number of insignificant correlations and the generally low value of significant relationships indicate that individual pupil academic achievement cannot be predicted from the pupil variables obtained in this limited sample. Significant differences were found, however, when school scores were analysed. To provide data for such analysis the mean scores on all pupil variables are presented in Table III, for the three library categories. It is anticipated that these data will be useful in the analysis of variables and determination of statistical procedures for Phase II. In general, items (3), (5), (8), (9), (10), (11), (12), (13) and (20) appear to differentiate to the greatest extent between the school library category on the one hand and the central collection and classroom collection categories on the other.

TABLE III

MEAN SCORES ON PUPIL VARIABLES BY LIBRARY CATEGORY

	Library Categories			
Item No.	III	II	I	Identification of pupil variable
(1)	3.67	2.95	4.03	Father's occupational level
(2)	2.46	2.71	2.22	Father's educational level
(3)	27.94	23.56	21.51	Vocabulary (ITBS)
(4)	25.35	21.31	19.94	Reading (ITBS)
(5)	24.71	21.98	18.74	Language (ITBS)
(6)	25.04	22.30	23.31	Library Work Skills (ITBS)
(7)	23.93	21.55	22.80	Total Work-Study Skills (ITBS)
(8)	23.37	18.79	17.45	Arithmetic (ITBS)
(9)	24.56	21.75	19.93	Composite (ITBS)
(10)	50.97	47.15	43.15	Library Skills Test
(11)	17.64	9.35	10.00	Number of books read
(12)	3.20	2.32	2.48	Number of literary forms
(13)	7.04	4.14	4.66	Number of interest areas
(14)	2.66	2.62	2.40	Enjoyment rating (av.)
(15)	1.91	1.94	1.88	Reading difficulty level (av.)
(16)	1.77	1.68	1.72	Concept level (av.)
(17)	3.75	3.01	2.32	Number of sources
(18)	3.23	3.67	2.90	Number of magazines read
(19)	1.45	1.72	1.54	Frequency of magazine reading
(20)	4.72	9.35	6.13	Number of comics read
(21)	5.36	5.20	6.45	Number of purposes for reading
(22)	12.88	13.01	14.15	Number of stated reading interests
(23)	4.08	3.65	4.10	Number of activities

Reliability analysis of pupil variables. In addition to the procedures described above, the following analysis of specific variables should be reported here:

Socio-economic status. Reliability for these values as assigned by three project staff members was .89 for occupational level and .96 for educational level. No additional analysis was carried out on the scores of out-of-school activities of sixth grade pupils.

Library skills test. An item analysis was carried out on the responses of the sixth grade pupils of the participating schools in order to determine the reliability of this instrument. The reliability coefficient using Kuder-Richardson formula #20 was .92.

Reading record scores. Reliability on the ratings by all four judges of interest area, reading difficulty, and concept level for one hundred books selected at random from the first group was obtained. The reliabilities were .92, .87, and .81 respectively. No measure of reliability was obtained for those books (no more than 12 per cent of the total) which were rated by the Project Director alone. Due to lack of time and staff, no effort has yet been made to determine the reliability of the pupil reports.

Purpose and interest scores. No additional study has been made of these instruments. Because of the low correlations with other variables included in this study, it appears that the reliability of these instruments is low for this group; this has not been tested, however, since the appropriate method would require that the checklists be administered to the same group twice over a period of time -- a procedure which was not possible during the life of this project.

Reliability analysis of school variables. The reader is reminded here that these variables could not be included in the correlation analysis.

Evaluation of the collection. No reliability analysis of this measure has been undertaken. It was selected and applied because it is a generally accepted method of evaluation within the library profession.

Accessibility Rating Scale. This instrument received extensive study due to the fact that two different groups (jury and teachers) responded to it. Reliabilities were obtained for both groups; for judges the reliability was .88, for teachers .77. Differences in mean scores derived from the two groups were not significant for any school or category, but the means of the out-of-school judges were slightly lower (i.e. more critical) in most cases than those for the teacher groups.

Activities Checklist. Two methods of obtaining an estimate of reliability were used. First, inter-class correlation procedures following the application of analysis of variance technique resulted in a correlation of .78 on teacher responses to this instrument. This indicates a higher degree of variance between schools than between grades within a school. Second, examination of the responses seemed to indicate that the checklist had been answered in terms of the three major questions it asked rather than in terms of the specific items. On the basis of this evidence, question three was scored in terms of number of responses given, and these scores were correlated with the number of responses to question one. The correlation obtained was .89.

CHAPTER VI

SUMMARY AND IMPLICATIONS FOR PHASE II

The first purpose of Phase I of the over-all study, to develop instruments which will evaluate the program of library services available in elementary schools in terms of five specified areas, has been substantially carried out, although some revision of the measures remains to be done. The population for administration of these measures consisted of the faculty, administrative personnel, and children in the sixth grades of six cooperating schools selected to represent: (1) a K to 6 grade distribution, (2) the availability of a past common measure of educational achievement (the Iowa Test of Basic Skills), and (3) three categories of library provision: classroom collections only, central collection, and school library.

The areas covered by the developed measures were those judged by the project staff to correspond with the major contributions claimed for the school library, as the most accessible and most effective means for providing materials, services, and resources for children in the elementary school. A sixth measure developed as a by-product of the study was designed to provide insight into the relationship of pupil interests, reading purposes, and activities with library provision.

The second purpose of the study, to determine the relationship of the scores on the developed measures with measures of educational achievement and of socio-economic status, as well as to differentiate among the three library categories, has also been carried out for these six selected schools.

The three library categories. Since one of the purposes of the study has been to differentiate among the library categories, it seems pertinent to provide at this point a picture of each category, so far as it can be derived from the two examples used for each type in this research. The "profiles" which follow are based primarily on a selection of factors which appear to differentiate.

1) The classroom collection category. Materials are provided to each teacher through amounts allotted by the board of education, supplemented by the voluntary efforts of parents, teachers, and children. The amount provided by the school board is about $1.00 per pupil. Selection is carried out by each teacher for individual classrooms. The total number of volumes per pupil range from 2 to 5.2; in quality they are judged to be less adequate and tend to be less up-to-date than is needed for present-day education and than the materials in the other two categories. Supplementary textbooks are roughly at this same level of both quality and quantity.

Accessibility of both resources and activities is judged both by in-school and out-of-school personnel to be at a low level and to vary among classrooms of a school. Faculty in general are not aware of, and appear not to be able to make use of, those community resources that may be available. The degree of mastery of library skills on the part of sixth grade pupils varies widely and may be determined partly by factors such as general background, teacher awareness of library resources, and access to public libraries. The number of books read by sixth grade children ranges from none to as many as thirty, with the average at six items reported in a three-month period. Level of enjoyment of reading varies considerably. With fewer books available in school, children in this category secure a major portion of the reading that is done from the home. They read on the average in only two literary forms, in three interest areas, slightly below grade level in difficulty and in concept, and use between one and two different sources for their reading. They read about three magazines as frequently as once a week, and report from eight to ten comic books in their reading for a three-month period. Eight children in this category reported no reading in this period, other than assigned textbooks.

2) Central collection category. Materials are provided to each teacher through school board allotment and for the central collection the amount may be supplemented by parent-teacher assistance or by county library deposits. Selection is carried out by each teacher for individual classrooms with some degree of coordination in selection for the central collection. In this category, however, PTA assistance in providing for the central collection may also mean PTA participation in selection of materials. Amounts provided by the school board range from 75 cents to $1.25 per pupil, but average about the same as for the classroom collection category. Quality of materials provided in classrooms is about the same as that in the classroom collection category; the central collection tends to be somewhat superior in quality to the classroom collections as a whole. Supplementary textbooks are also provided in quantity and quality slightly above that for the classroom collection category.

Accessibility of resources and services and the extent of library-related activities are judged by outside observers to be only slightly better than the classroom collection category although the faculty members rate them as very much better. For primary grade children in this category, accessibility is limited to their own classroom. Organization of and physical facilities for the central collection may be adequate or very poor, in comparison to the school library category. Supervision of the library during class attendance appears to be provided either by teachers or by parents and primarily for the purposes of book distribution alone. The degree of mastery in library skills on the part of sixth grade children is better than for children in the classroom collection category and may be as good as that in the school library (on mean score only); apparently the mere existence of an organized central collection in the school has some effect on this measure. Children in this category on the average read from six to nine items in a three-month period, in two literary forms, and in slightly more than three interest areas. Like the children in both of the other categories, they also read on the average slightly below grade level in both reading difficulty and concept. They read a bit more than three magazines, as frequently as once a week, and report about seven comic books read. Like the children in the classroom collection schools, these children also secure a large proportion of their reading matter from home; they use, however, two to three different sources for their reading.

3) School library category. Materials are provided for the school as a whole by school board allocation; the amount in the sample averages $2.65 per child. Selection is carried out with coordination by the librarian and suggestions from the faculty. The quality of trade books, in the four selected subject areas, and of reference books is superior to that in the other two categories, as is the quality and quantity of supplementary textbooks. Provision of magazines varies widely between the two schools in this category.

Accessibility of both resources and activities is judged both by the faculty and jury to be superior to the other two categories and a wealth of community resources was observed in most classes of both schools in this category. This holds true for primary grades as well as for classes in the middle grades. Organization of materials was superior to that in the central collection although this was not necessarily true for physical facilities. Supervision of the library in this category may be provided by the librarian alone or, as in one case, by librarian and teacher plus clerical staff and parents, all working as a team. In both schools a carefully developed program of activities is carried on including assistance to children in their selection of books to take home. In both schools, classroom collections are selected from the school library and from storage rooms for supplementary textbooks. The degree of mastery in library skills on the part of sixth grade children tends to overlap that for the children in the central collection category, but the average score for the children in one "school library" school was superior to that for any other school. In this category, children read on the average fifteen items in a three-month period, with all children reporting some reading. On the average, these children read in two to three different literary forms, and in five to seven interest areas. Children in the school library category appear to enjoy reading at about the same level as those in the central collection category, and read at about the same difficulty and concept level as children in both other categories. The number of magazines read ranges from less than one to more than five and frequency of magazine reading presents much the same range. Comic books reported are two to three for a three-month period. The children in the school library category use two to three different sources for their reading.

Children in all categories report the public library as source for their reading at a relatively constant level, although there is some variation in the classroom collection category. For all categories the number of items secured from the public library constitutes only from one to six per cent of the items read during this period. This obviously represents, however, a greater quantity in the case of the school library category which reports a greater quantity of reading. A final generalization is that the degree of school board acceptance of responsibility for provision of materials appears to range from low to high in favor of the school library category.

Findings related to developed measures. The differentiating characteristics of the six developed measures may be summarized as follows:

1) The measure of the collection of materials differentiated clearly in favor of the school library category in its evaluation of the quantity of materials and in the quality of the materials provided in the four selected subject areas of trade books, in magazines, and in reference books. It differentiated less clearly in the evaluation of supplementary textbooks, although a difference was found in this area between the four schools in the central collection and school library categories, on the one hand, and in the classroom collection category on the other.

2) The measure of accessibility of resources and services differentiated clearly among the three library categories and in favor of the school library category, for these six schools as measured both by the self-rating of the faculty and by the jury rating.

3) The measure of library-related activities clearly differentiated among the library categories as to the extent of these activities; the differentiation as to depth is implied but not clearly substantiated by the measure as applied to the limited sample.

4) The measure of the degree of mastery of library skills, relating directly to the instructional purposes of the library program, differentiated clearly between the school in the school library category which scored highest and the school in the classroom collection category which scored lowest. Differentiation among the three categories in favor of the school library category was indicated by the findings, but there was overlap among specific schools as indicated by their mean scores.

5) The measure of the amount and quality of reading provided substantial differentiation in favor of the school library category on the basis of amount of reading.

On the basis of the rationale developed for measuring the quality of reading, however, there was found to be some differentiation in favor of the school library but the degree and areas of differentiation are not as clear as in the case of other measures. No substantial basis was found for the hypothesis that more children will read at or above grade level and concept level in the school library category.

6) The measure of pupil recognition of purposes in reading and expressed interests showed little relation to the library categories, as tested in this limited sample.

Findings related to educational achievement and socio-economic status. In studying the socio-economic status of parents of the sixth grade children, it was found that the provision of a school library does not depend upon the socio-economic level of the school, although the ranking for the total community may play a larger part in determining resources and attitudes related to the presence or absence of a school library. The study of the scores for pupil out-of-school activities as a socio-economic measure found no differentiation among library categories for this sample. The scores of educational gain, on the other hand, when based on the difference between grade equivalent scores of the Iowa Test of Basic Skills at fourth and sixth grades, indicate that higher educational gain is associated with schools which have school libraries, insofar as this limited sample can be considered significant.

Findings from the statistical analysis of school and pupil variables. Findings of principal importance in this step of the investigation are: (1) the large number of insignificant correlations and the low value of coefficients in the correlation matrices for the total group and for the three library categories, and (2) the significant differences existing between the means of the categories and the schools. It was not possible, with the statistical procedure used, to study the relationship of the twenty-three pupil variables with the three school variables, that is, the measures developed for evaluation of collections, accessibility of resources and services, and library-related activities. These three factors represent three of the major justifications of the school library which have therefore not been tested in relation to pupil variables.

Revision of developed measures. No research worker is ever completely satisfied with the measures developed and this is true in the case of the present study. Certain revisions have been recommended in the pertinent sections of the preceding report. Major revisions needed before the measures are used in Phase II are stated below:

1) The evaluation of supplementary textbooks and readers proved to be primarily an exploratory operation. On the basis of the preliminary work done in Phase I, suggestions have been made for a more accurate rating of titles and for different administration of the measure. The project staff recommends, in particular, development of a measure which can be applied to textbooks and supplementary textbooks without differentiation. On the basis of the work done, however, it is recommended that this area must not be omitted; materials of this type must be evaluated because of the intimate relationship of the use of all printed materials to the school curriculum, and therefore to the method of library provision.

2) Extension of the scoring procedure for the amount and quality of reading to cover all the records presently available, covering a seven-month span for the sixth grade children, is recommended. This should have as its purpose both the testing of the statistical findings by time samples of the records and the perfection of a more

satisfactory procedure for bibliographical control of the checking process.

3) Development of a second form of the library skills test, using the file of test items used during the course of the work on the first form seems also to be essential for Phase II.

4) A re-study of the reliabilities of two of the school variables (accessibility rating and activities checklist) should be carried out, since the number of responses on these instruments was not sufficient in this sample to establish stable reliability coefficients.

5) A study of the inter-relations existing among the three school variables should be carried out. It is possible that such a high degree of relationship exists that two of the instruments virtually measure the same aspect, although they are rationally conceived of as separate entities. This might be particularly true, for example, of the accessibility rating scale and the activities checklist, or of the measure of the collections alone.

Implications for Phase II. In considering implications of Phase I for Phase II, thought has been given to such factors as the following: the library categories defined for the present study, the availability of the desired test of educational achievement and data for socio-economic analysis, the grade distribution of schools, the sampling of communities, and the statistical procedure. So far as can be foreseen, the following questions or implications are justified, taking up each factor in order:

1) Library categories. The school library category as selected for this study involved only schools with a full-time librarian, although in neither case did the provision of staff meet the latest national standard. It seems clear to the writer that differentiation cannot be expected unless at least the minimum standard used in the present study is adhered to. In both cases, the enrollment of 700 appears to be the maximum figure that should be permitted for this category, in relation to the level of personnel provision in the present sample.

A question has also been raised as to whether the central collection category ought not to be broken into two: one for central collections operated entirely by volunteers and another for central collections having the oversight of a multi-school librarian. It is the assumption of the writer that scores for schools with multi-school librarians would still differentiate on certain of the measures where personnel provision appears to be an influential factor, e.g. collections might be better organized and selected and more adequate in quantity, but differentiation would still be obtained on scores relating to the program of services. In the interests of maintaining as simple categorization as possible, it is recommended that the three categories defined for this study be retained.

2) Availability of test and socio-economic data. It is interesting to note that the staff of the Quality Measurement Project in New York State came to the conclusion that the variation among schools in test administration and in keeping cumulative records required them to administer tests for purposes of the project.[1] In the light of the difficulties reported for the present project in Chapter I, it

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[1] Samuel M. Goodman, "A first-year report on the Quality Measurement Project." Albany, N.Y., December 1958. p. 15-16.

seems desirable that for Phase II the library study administer for its own purposes the tests of both educational achievement and socio-economic status.

3) Grade distribution. In spite of the limitations which use of the criterion for grade distribution put upon the project, this limitation seems essential for Phase II. Schools with a K-8 or K-9 grade distribution would broaden the possibility of securing school library participation but would at the same time introduce factors affecting both the collection and the curriculum which would "muddy" the findings.

4) Sampling of communities. Chapter II points up the fact that the schools used in the present study constitute a selection skewed in the direction of larger schools in areas suburban to two of the largest metropolitan areas of the country. Schools for Phase II need to be more nearly representative of the country as a whole in geographical distribution and in differing kinds of educational organization, such as might be secured by selection from states in different parts of the country. It should be noted, however, that selection should also take into account the importance of selection of neighborhoods of differing socio-economic status, as well as selection of different types of communities. Without the insight derived from the data presented in Chapter III, for example, the casual reader might assume that School B represents only children from an unusually favored community; the finding of low differentiation may derive to a greater extent from the resources and purposes of the educational system of the total community, in the case of library provision.

The decision as to whether the sampling should be made on the basis of a large population, or on the application of the measures to a limited population in a variety of geographic areas, cannot be made at this time.

5) Statistical procedure. On the basis of the analysis presented, it seems possible that with the selection of a large enough sample of schools, mean school values may be obtained so that level of school achievement would be studied rather than individual pupil achievement. Correlation coefficients of sufficiently high value might then be obtained so that regression equations could be derived to indicate what variables would predict educational achievement at what degree of significance. A comparison of such variables for the three different library categories would then be possible.

Conclusion. This investigation has been primarily of an exploratory nature, designed (1) to develop measures which differentiate among three methods of library provision in elementary schools, and (2) to study the relationship of these measures to the socio-economic status of parents and educational gain made by sixth grade pupils between fourth and sixth grades.

The measures developed have differentiated in favor of the school library category in most, though not all cases, for the sample of six schools. Differentiation in favor of the school library was found by the measure for evaluation of collections, by the measure of accessibility of services and facilities, by the measure of extent of library-related activities, by the test of library skills, and by the measure of amount of reading. Only qualified differentiation was found in favor of the school library category for the measure of depth of library-related activities and the measure of quality of reading. For this sample, the measure of educational gain between fourth and sixth grades was found to be associated with the school library category. It seems likely, from the schools in this sample, that resources and educational purposes of the community as a whole may be more significant for

200

differentiation among library categories than socio-economic status of the specific school neighborhood. 213

Only brief identification has been made of additional variables which may be related to library provision, although the project staff believes that among these one of the most important for further research is the factor of administrator-teacher relationships.

Finally, the statistical procedure applied in this study has pointed out the need for the application of all measures to a sufficiently large sample of the accessible population to secure mean scores for schools which can then be handled by analyses for prediction of the relationship to library category of all measures -- that is, for both school and pupil variables as identified in the present study. The importance of the provision of library materials and services for the education of boys and girls, adequate to meet the demands they face in the world today, and the identification of the best method for doing so, indicate a need for more intensive research in this problem.

The measures developed and the statistical procedures applied have, for the limited population used in this study, indicated that definite advantages accrue in schools that have school libraries manned by professional library staff.

APPENDIX A

CHECKLIST AND CRITERIA FOR TRADE BOOKS

TRADE BOOKS

School ______________________ Code No. ________ Date ______________

Library Category ______

Symbols used: R = Rating: s = superior; a = average; i = inferior
T = Type: B = Biography; E = Easy Books; F = Fiction; S = Science

The actual checking tables also provided columns in which the number of copies located in classroom collections, central collections, and the school library were separately recorded.

R	T	
a	S	Adler, Irving. Fire in your life. Day, 1955
a	S	Adler, Irving. Tools in your life. Day, 1956
a	F	Agle, N.H. Three boys and a tugboat. Scribner, 1950
i	S	Aistrop, J.B. Fun at the zoo. Roy, 1951
s	F	Alcott, L.M. Little men. Grosset
i	F	Allen, Allyn. Lone star tomboy. Watts, 1951
i	E	Amiot, Pierre. Bijou the little bear. Coward, 1950
a	F	Andersen, H.C. Emperor's new clothes. Houghton, 1949
i	F	Anderson, C.C. Officer O'Malley on the job. Whitman, 1954
a	E	Anderson, C.W. Blaze finds the trail. Macmillan, 1950
s	S	Andrews, R.C. All about dinosaurs. Random, 1953
s	F	Angelo, Valenti. Bells of Bleeker Street. Viking, 1949
i	F	Anton, B.D. We live in a great big city; poems for children. Exposition Press, 1954
i	F	Arbuckle, D.F. The after-harvest festival; the story of a girl of the old Kankakee. Dodd, 1955
a	E	Ardizzone, Edward. Tim all alone. Oxford, 1957
a	F	Armer, L.A. Waterless mountain. Longmans, 1931
i	F	Ashe, M.D. The princess and the enchanted wood and other fairy tales. Exposition Press, 1951
s	F	Atwater, R.T. Mr. Popper's penguins. Little, 1938
i	E	Austin, Margot. Three silly kittens. Dutton, 1950
a	E	Averill, E.H. Jenny's birthday book. Harper, 1954
i	F	Ayer, Marcel. Wonderful farm. Harper, 1951
i	B	Bailey, C.S. Candle for your cake. Lippincott, 1952
s	F	Bailey, C.S. Miss Hickory. Viking, 1946
a	B	Bakeless, K.L. Story lives of American composers.(Rev.ed.)Lippincott,1953
i	F	Baker, M.J. Castle and sixpence. Longmans, 1951
a	S	Baker, R.H. Introducing the constellations. Viking, 1937
i	F	Balch, Glenn. Squaw boy. Crowell, 1952
i	F	Baldwin, James, ed. Favorite tales of long ago. Aladdin, 1955
i	F	Ball, Sherry. Wildcat. Erle Press, 1951
i	E	Baller, Albert. Robbie, the little lost robin. Rand McNally, 1956
s	E	Bannerman, Helen. Story of Little Black Sambo. Stokes, 1923
a	F	Bannon, L.M. Hat for a hero, a Tarascan boy of Mexico. Whitman, 1954
i	E	Barker, M.J. Little island star. Oxford, 1951
i	F	Barnett, G.T. Ghost Town mystery. Oxford, 1953
i	F	Barr, Cathrine. The runaway chimps. Oxford, 1954
i	F	Barr, Stringfellow. Copydog in India. Viking, 1955
s	F	Barrie, J.M. Peter Pan. Scribner, 1950
i	F	Bates, Barbara. The happy birthday present. Wonder Books, 1951
i	E	Bauer, Helen. Good times at home. Melmont, 1954
i.	E	Baum, L.F. Wizard of Oz; adapt.by A.Chaffee. Random, 1950

R	T	
i	F	Beals, F.L. Story of Deerslayer. Sanborn, 1950
a	E	Beatty, H.B. Droopy. Houghton, 1954
i	E	Beattie, Janet. Never mixed up again. Lippincott, 1956
i	F	Bechdolt, J.E. Little boy with a big horn. Simon & Schuster, 1950
i	F	Becker, Charlotte. Dickie Boy and 13 little steps. Scribner, 1949
i	E	Beecher, E.M. Hopalong Cassidy and the Bar 20 cowboys. Simon & Schuster, '52
a	S	Beeler, N.F. and Branley, F.M. Experiments with a microscope. Crowell, 1957
a	F	Beers, L.D. Book of Hugh Flower. Harper, 1952
a	E	Beim, Jerrold. Andy and the school bus. Morrow, 1947
a	E	Beim, Jerrold. Country fireman. Morrow, 1948
s	E	Beim, Jerrold. Smallest boy in the class. Morrow, 1949
s	E	Beim, Lorraine. Two is a team. Harcourt, 1945
s	S	Bell, T.H. Snow. Viking, 1954
i	F	Belting, N.M. In enemy hands; a story of the French and Indian wars. Bobbs, 1953
s	E	Bemelmans, Ludwig. Madeline. Simon & Schuster, 1939
s	E	Bemelmans, Ludwig. Parsley. Harper, 1955
s	S	Bendick, Jeanne. All around you; a first look at the world. McGraw, 1951
a	S	Bendick, Jeanne. First book of automobiles. Watts, 1955
a	S	Bendick, Jeanne. Television works like this. New rev.ed. McGraw, 1954
i		Benjamin, R.S., ed. Call to adventure. World, 1950
i	E	Berg, J.H. Traveling twins. Wonder Books, 1953
i	F	Berrisford, J.M. The ponies next door. Dodd, 1955
s	F	Besterman, Catherine. Quaint and curious quest of Johnny Longfoot, the shoe king's son. Bobbs, 1947
a	S	Bevans, M.H. Book of reptiles and amphibians. Garden City Books, 1956
i	F	Bianco, Pamela. Little houses far away. Oxford, 1951
i	E	Biffe, Grammana. Visit to grandma. Roy, 1950
s	F	Binns, Archie. Sea pup. Little, 1954
i	E	Bischoff, Ilse. Wonderful poodle. Crowell, 1949
s	B	Bishop, G.H. Martin de Porres, hero. Houghton, 1954
i	F	Bishop, Curtis. Larry leads off. Steck, 1954
i	F	Bishops, T.C. Stout rider. Steck.
i	E	Blake, Vivienne. Mrs. Duck's lovely day. Rand McNally, 1955
i	S	Bloch, Marie. Herbert, the electrical mouse. Messner, 1953
a	S	Blough, G.O. After the sun goes down; the story of animals at night. McGraw, 1956
a	S	Blough, G.O. When you go to the zoo. McGraw, 1955
i	E	Blyton, Enid. The laughing kitten. Roy, 1955
i	F	Blyton, Enid. The river of adventure. St.Martin's, 1955
i	F	Boehm, D.A. et al. Blazer the bear. Sterling, 1953
i	F	Bonner, M.G. Wait and see. Knopf, 1952
s	F	Bontemps, A.W. Fast sooner hound. Houghton, 1942
s	F	Boston, L.M. Children of Green Knowe. Harcourt, 1955
a	F	Bothwell, Jean. Little boat boy; a story of Kashmir. Harcourt, 1945
s	F	Bothwell, Jean. Search for a golden bird. Harcourt, 1956
i	E	Bowen, Vernon. Snow for Christmas. McKay, 1953
i	B	Bowles, Kerwin. Man who painted the sun; the story of Vincent Van Gogh. Stravon, 1951
i	F	Boyton, Neil. Circus at Madison Square Garden. Bruce, 1955
i	E	Bradbury, Bianca. Mutt. Houghton, 1956
a	F	Bragdon, Elspeth. That Jud! Viking, 1956
i	F	Breckwoldt, Ann. Stories for young and old. Pageant Press, 1953
a	S	Bridges, William. True zoo stories. Sloane, 1943
a	F	Bright, Robert. Richard Brown and the dragon. Doubleday, 1952
s	S	Brindze, Ruth. Gulf stream. Vanguard, 1945

R	T	
s	F	Brink, C.R. Caddie Woodlawn. Macmillan, 1935
i		Brittain, E.M. Valley of singing bluebells. William-Frederick, 1949
a	F	Brock, E.L. Drusilla. Macmillan, 1937
i	S	Broekel, Ray. You and the sciences of mankind. Childrens Press, 1956
s	S	Bronson, W.S. Cats. Harcourt, 1950
a	S	Bronson, W.S. Horns and antlers. Harcourt, 1942
a	S	Bronson, W.S. Wonder world of ants. Harcourt, 1937
i	F	Brooks, W.R. The collected poems of Freddy the Pig. Knopf, 1953
i	F	Brooks, W.R. Freddy and the space ship. Knopf, 1953
i	F	Brooks, W.R. Freddy the pilot. Knopf, 1953
i		Brown, E.F. Horse for Peter. Messner, 1950
i	E	Brown, J.P. Deedee's holiday. Friendship Press, 1956
a	E	Brown, M.J. Henry - fisherman. Scribner, 1949
i	F	Brown, M.W. Fox eyes. Pantheon, 1951
i	E	Brown, M.W. Little fat policeman. Simon & Schuster, 1950
i	E	Brown, M.W. Quiet noisy book. Harper, 1950
i	E	Brown, M.W. Three little animals. Harper, 1956
a	B	Brown, M.M. Swamp fox. Westminster Press, 1950
i	F	Brown, Paul. Daffy Taffy. Scribner, 1955
i	F	Brown, Paul. Silver heels. Scribner, 1951
i	E	Browning, James. Sparky the fire dog. Rand McNally, 1954
a	E	Brunhoff, Jean de. Babar and Father Christmas. Random, 1949
s	E	Brunhoff, Jean de. Story of Babar the little elephant. Random, 1933
s	F	Bryant, Chester. Lost kingdom. Messner, 1951
a	S	Buck, M.W. In woods and fields. Abingdon, 1950
a	F	Buck, P.S. Big wave. Day, 1948
i	E	Budney, Blossom. Huff Puff Hickory Hill. Lothrop, 1955
i	B	Buehrle, M.C. Kateri of the Mohawks. Bruce, 1954
s	F	Buff, M.M. Apple and the arrow. Houghton, 1951
a	F	Buff, M.J. Hah-Nee of the cliff dwellers. Houghton, 1956
i	F	Buff, M.M. Hurry, Skurry and Flurry. Viking, 1954
i	F	Buffler, Esther. The friends. Steck, 1951
a	F	Bulla, C.R. Down the Mississippi. Crowell, 1954
a	F	Bulla, C.R. Riding the pony express. Crowell, 1948
i	F	Bunce, W.H. Here comes the school train. Dutton, 1953
a	B	Burch, Gladys. Modern composers for young people. Dodd, 1941
i	F	Burgess, T.W. Adventures of Peter Cottontail. Grosset, 1950
i	F	Burgess, T.W. A Thornton Burgess Story Book. Garden City Books, 1954
i		Burleson, A.S. Toughoy. Steck, 1950
a	F	Burnett, F.H. Secret garden. Lippincott, 1949
i	B	Burt, O.W. Young Jed Smith, westering boy. Bobbs-Merrill, 1954
a	E	Burton, V.L. Maybelle, the cable car. Houghton, 1952
s	F	Butterworth, Oliver. Enormous egg. Little, 1956
i	F	Caffrey, Nancy. Penny's worth. Dutton, 1952
i	E	Cam. Barbara Lamb. Roy, 1950
a	F	Cameron, Eleanor. Wonderful flight to the Mushroom Planet. Little, 1954
i	F	Campbell, S.A. Loony Coon; antics of a rollicking raccoon. Bobbs-Merrill, 1954
i	F	Carden, Priscilla. Young brave Algonquin. Little, 1956
a	F	Carlson, N.S. Wings against the wind. Harper, 1955
s		Carr, M.J. Children of the covered wagon; a story of the old Oregon Trail. Crowell, 1943
i	F	Carroll, Lewis. Alice in Wonderland. abridged Random House, 1955
a		Carroll, R.R. Beanie. Oxford, 1953
a	F	Carroll, R.R. Tough Enough's trip. Oxford, 1956
a	F	Caudill, Rebecca. Happy little family. Winston, 1947

R	T	
i		Cavanah, Frances, ed. Twenty-four horses. Rand, 1950
i	F	Chaffee, Allen, ed. Story of Hiawatha; adapted from Longfellow.Random,'51
a	B	Chandler, C.A. Famous men of medicine. Dodd, 1950
a	F	Chastain, M.L. Bright days. Harcourt, 1952
s	E	Chonz, Selina. A bell for Ursli. Oxford, 1950
a	S	Chrystie, F.N. Pets; a complete handbook on the care, understanding and appreciation of all kinds of animal pets. Little, 1953
a	F	Chute, M.G. Wonderful winter. Dutton, 1954
a	F	Clark, A.N. Little Indian basket maker. Melmont Pubs., 1957
s	F	Clark, A.N. Santiago. Viking, 1955
i	F	Clark, Electa. Pennywink Carnival. Bobbs, 1950
s	B	Clark, G.G. Thomas Alva Edison. Aladdin, 1950
a	S	Clark, M.L. True book of dinosaurs. Childrens Press, 1955
s	F	Cleary, Beverly. Fifteen. Morrow, 1956
a	F	Cleary, Beverly. Henry Huggins. Morrow, 1950
s	F	Clemens, S.L. Adventures of Huckleberry Finn. Harper ed. or Grosset (Ill. Jr. Lib.)
i	F	Clymer, Eleanor (Lowenton). Make way for water. Messner, 1953
a	F	Coatsworth, E.J. First adventure. Macmillan, 1950
i	E	Coatsworth, E.J. Hide and seek. Pantheon, 1956
s		Coblentz, C.C. Beggars' penny. Longmans, 1943
i	E	Coe, Lloyd. Boku and the sound. Crowell, 1954
a	S	Colby, C.B. First boat (how to pick it and use it for fun afloat). Coward-McCann, 1956
a	S	Colby, C.B. Wings of our air force. Coward-McCann, 1952
i	F	Coleman, Earl. Sierra quest. Longmans, 1953
i		Collyer, Barbara. Christmas in the country. Simon & Schuster, 1950
s	B	Commager, H.S. America's Robert E. Lee. Houghton, 1951
i	E	Conkling, Fleur. Brave little duck. Treasure Books, 1953
i	F	Coombs, C.I. Sleuth at shortstop. Lantern, 1955
i	F	Coombs, C.I. Young ranch detective. Lantern, 1956
s	S	Cormack, Maribelle. First book of trees. Watts, 1951
i	S	Cosgrove, Margaret. Wonders of the tree world. Dodd, 1953
a	B	Cousins, Margaret. Ben Franklin of old Philadelphia. Random, 1952
i	E	Craigie, Dorothy. The saucy cockle. Abelard-Schuman, 1957
i	F	Crampton, Gertrude. Further Pottleby adventures. Aladdin, 1951
a	F	Credle, Ellis. Big doin's on Razorback Ridge. Nelson, 1956
i	F	Crew, Fleming H. The more the merrier. Oxford, 1952
a	S	Crouse, W.H. Understanding science. New rev.ed. McGraw, 1956
i	F	Crump, Irving. The Birdsong Boys. Friendship Press, 1955
i	B	Cutler, Samuel. Famous Pioneers. Gabriel, 1955
s	S	Dalgleish, Alice. Ride on the wind. Scribner, 1956
a	F	Daringer, H.F. Pilgrim Kate. Harcourt, 1949
a	S	Darling, Louis. Greenhead. Morrow, 1954
a	S	Darrow, F.L. Boys' own book of great inventions. Macmillan, 1941
s	B	D'Aulaire, Ingrid. Benjamin Franklin. Doubleday, 1950
s	B	D'Aulaire, Ingrid. George Washington. Doubleday, 1936
a	B	D'Aulaire, Ingrid. Pocahontas. Doubleday, 1946
a	E	Davis, A.V. Timothy Turtle. Harcourt, 1940
i	E	Davis, H.H. Davy Crockett. Random House, 1955
i	E	Davis, M.O. Pinkie. Steck, 1952
i	B	Day, Donald. Will Rogers, boy roper. Houghton, 1950
a	F	De Angeli, Marguerite. Copper-toed boots. Doubleday, 1938
s	F	De Angeli, Marguerite. Henner's Lydia. Doubleday, 1936
s	F	De Angeli, Marguerite. Thee, Hannah! Doubleday, 1940
a	F	Defoe, Daniel. Robinson Crusoe. Houghton, Grosset, or World eds.
a	F	DeJong, Meindert. Hurry home, Candy. Harper, 1953

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s	F	DeJong, Meindert, Wheel on the school. Harper, 1954
a	F	De La Mare, W.J. Three royal monkeys. Knopf, 1948
i	E	Denney, Diana. Little red engine goes travelling. Transatlantic arts.1955
s	E	De Regniers, Beatrice S. Was it a good trade? Harcourt, 1956
i	F	de Vries, Julian. Strike-out king. World, 1948
i	S	Dickinson, Alec. Real book about amazing animals. Garden City, 1951
i	F	Dilliard, M.E. Twins of old Flatbush. Dutton, 1952
i	E	Disney, Walt. Alice in wonderland finds the garden of live flowers. Simon & Schuster, 1951
i	E	Disney, Walt. Chip 'n' Dale at the zoo. Simon & Schuster, 1954
i	F	Disney, Walt. Davy Crockett and Mike Fink. Simon & Schuster, 1955
i	E	Disney, Walt. Donald Duck in Disneyland. Simon & Schuster, 1955
i	E	Disney, Walt. Goofy, movie star. Simon & Schuster, 1956
i	E	Disney, Walt. Mr. Toad (Big golden book) Simon & Schuster, 1949
i	E	Disney, Walt. Three little pigs; Bambi; Pinocchio. Simon & Schuster.
a	S	Disney,productions. Walt Disney's vanishing prairie.Simon & Schuster,1955
i	E	Dixon, Ruth. Three little bunnies. Rand-McNally, 1950
s	F	Dodge, M.M. Hans Brinker. Scribner, Grosset or World eds.
i	F	Donaldson, Lois. Scouting for Washington. Whitman, 1951
a	S	Dow. E.R. How to make doll clothes. Coward McCann, 1953
a	F	Du Bois, W.P. Great Geppy. Viking, 1940
s	S	Dudley, R.H. Sea shells. Crowell, 1953
i	F	Duka, Ivo & Kolda, Helena. The secret of the two feathers. Harper, 1954
a	E	Duvoisin, R.A. A for the Ark. Lothrop, 1952
s	E	Duvoisin, R.A. House of four seasons. Lothrop , 1956
a	S	Earle, O.L. Crickets. Morrow, 1956
a	S	Earle, O.L. State birds and flowers. Morrow, 1951
i	E	Earle, Vana. My friend Johnny. Lothrop, 1952
a	B	Eaton, Jeanette. Story of Eleanor Roosevelt. Morrow, 1956
s	S	Eberle, Irmengarde. Big family of peoples. Crowell, 1952
i	E	Ecuyer, Lee. Zippy's birthday party; a real live animal book. Rand McNally, 1955
s	S	Edel, M.M. Story of people; anthropology for young people. Little, 1953
a	F	Edmonds, W.D. Tom Whipple. Dodd, 1942
i	F	Ehrlich, Bettina. Castles in the sand. Harper, 1951
a	E	Eichenberg, Fritz. Dancing in the moon, counting rhymes. Harcourt, 1955
i	F	Elam, R.M. Young visitors to Mars. Lantern Press, 1953
a	E	Elkin, Benjamin. Gillespie and the guards. Viking, 1956
a	S	Elting, Mary. Lollypop factory - and lots of others. Doubleday, 1946
a	S	Emrich, Duncan. Cowboy's own brand book. Crowell, 1954
a	F	Enright, Elizabeth. Then there were five. Rinehart, 1944
i	F	Eppenstein, Louise. Sally goes to the circus alone. Platt & Munk. 1952
a	S	Epstein, Samuel. First book of glass. Watts, 1955
a	S	Epstein, Samuel. Real book about submarines. Garden City Books, 1954
s	F	Estes, Eleanor. Hundred dresses. Harcourt, 1944
s	F	Estes, Eleanor. Rufus M. Harcourt, 1943
s	E	Ets, M.H. Mister Penny's race horse. Viking, 1956
a	F	Evans, E.K. Araminta. Minton, 1935
a	S	Evans, E.K. Why we live where we live. Little, 1953
i	F	Evatt, Harriet. Mystery of the Alpine castle. Bobbs, 1951
i	E	Evers, Alf. Bobby's happy day. Rand McNally, 1953
s	F	Farjeon, Eleanor. Glass slipper. Viking, 1956
a	B	Farnsworth, F.J. Winged moccasins. Messner, 1954
s	E	Fatio, Louise. Happy lion roars. McGraw, 1957
i	E	Fein, Pearl. Sing a song of funnies. Music-Plate, 1950
a	S	Fenton, C.L. Birds and their world. Day, 1954

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a	S	Fenton, C.L. Land we live on. Doubleday, 1944
a	S	Fenton, C.L. Prehistoric world. Day, 1954
s	S	Fenton, C.L. Worlds in the sky. Day, 1950
s	F	Field, R.L. Hitty; her first hundred years. Macmillan, 1937
i	F	Finlay, Ian. The young traveler in Scotland. Dutton, 1954
a	E	Fischer, H.E. The birthday, a merry tale with many pictures.Harcourt,1954
i	F	Fisher, D.C. Something old, something new. Scott, 1949
i	S	Fisher, L.J. Louis and Looie. Childrens Press, 1951
s	E	Flack, Marjorie. Angus and the ducks. Doubleday, 1930
s	E	Flack, Marjorie. Story about Ping. Viking, 1933
i	F	Fletcher, H.J., comp. The trumpet book of laughs. Gabriel, 1955
a	S	Floherty, J.J. Aviation from the ground up. Lippincott, 1957
i	F	Foote, Doreen. Dude girl. Dodd, 1951
s	B	Foster, G.S. Abraham Lincoln, an initial biography. Scribner, 1950
a	B	Foster, G.S. Theodore Roosevolt, an initial biography. Scribner, 1954
i	E	Foster, M.C.,Mariana, pseud. Miss Flora McFlimsy and the baby New Year. Lothrop, 1951
i	F	Frankel, Charles. The bear and the beaver. Sloane, 1951
a	E	Freeman, Don. Beady Bear. Viking, 1954
i	E	Freeman, Lydia. Chuggy and the blue caboose. Viking, 1951
s	S	Freeman, M.B. Fun with chemistry. Random, 1944
i	B	Freeman, W.S. Great composers. Abelard, 1952
s	F	Friedman, Frieda. Janitor's girl. Morrow, 1956
s	E	Friedrich, Priscilla. Easter bunny that overslept. Lothrop, 1957
a	F	Frost, F.M. Rocket away. McGraw, 1953
i	F	Fry, R.K. The wind call. Dutton, 1955
s	E	Gag, Wanda. A B C bunny. Coward McCann, 1933
a	S	Gallant, R.A. Exploring the universe. Garden City Books, 1956
a	F	Gannett, R.S. Elmer and the dragon. Random, 1950
i	F	Gardner, L.S. Somebody called Booie. Watts, 1955
i	F	Garrett, Helen. Polly Roughhouse. Viking, 1951
a	F	Garst, D.S. Cowboy boots. Abingdon, 1946
a	B	Garst, D.S. Kit Carson trail blazer and scout. Messner, 1942
s	F	Gates, Doris. Blue Willow. Viking, 1940
a	S	Gaul, A.C. The pond book. Coward McCann, 1955
s	E	Gay, Zhenya. Wonderful things! Viking, 1954
s	E	Geisel, T.S. Cat in the hat. Random, 1957
s	E	Geisel, T.S. Horton hears a who. Random, 1954
a	E	Geisel, T.S. On beyond the zebra. Random, 1955
a	S	George, J.L. Bubo, the great horned owl. Dutton, 1954
a	F	George, J.L. Vison, the mink. Dutton, 1949
a	F	Gibson, Katherine. Cinders. Longmans, 1939
i	F	Gilbert, Kenneth. Wolf Dog Valley. Holt, 1956
i	F	Gilligan, Edmund. Shoe the wild mare. Knopf, 1956
a	F	Godden, Rumer. Doll's house. Viking, 1947
a	F	Godden, Rumer. The mousewife. Viking, 1951
i	F	Goodenow, Earle. The lazy llama. Follett, 1954
i	F	Gorham, Michael. Real book of American tall tales. Garden City, 1952
i	S	Goss, Mary. Do-it fun for boys and girls. Bennett, 1950
i	E	Gottlieb, W.P. Tiger's adventure. Simon & Schuster, 1954
a	S	Goudey, A.E. Here come the deer. Scribner, 1955
i	F	Govan, C.N. Mr. Hermit Miser and the neighborly pumpkin. Aladdin, 1949
i	B	Govan, C.N. Rachel Jackson, Tennessee girl. Bobbs Merrill, 1955
s	E	Graham, Al. Timothy Turtle. Robert Welch Pub.Co., 1946
i	F	Graham, J.S. Secret of Plenty House. Dodd, 1952
i	B	Graham, Shirley. The story of Pocohontas. Grosset, 1953

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s	E	Gramatky, Hardie. Hercules; the story of an old-fashioned fire engine. Putnam, 1940
i	B	Grant, Bruce. Davy Crockett, American hero. Rand McNally, 1955
s	F	Gray, E.J. Adam of the road. Viking, 1942
i	F	Green, Adam. Funny bunny factory. Grosset, 1950
i	E	Greene, Graham. The little steamroller; a story of adventure, mystery and detection. Lothrop, 1955
i	F	Griffin, Velma. Fair prize. Westminster, 1956
i	E	Gruelle, Johnny. Raggedy Ann and Marcella's first day at school. Wonder books, 1952
i	F	Gunder, Eman. Chester the little pony. Rand McNally, 1951
s	E	Hader, B.H. Cock a doodle doo, the story of a little red rooster. Macmillan, 1939
a	E	Hader, B.H. Wish on the moon. Macmillan, 1954
s	F	Hale, L.P. Peterkin papers. Houghton, 1924
i	E	Hall, William and Robin. Telltime goes a'counting. Crowell, 1956
i	B	Hamid, G.A. Boy acrobat. Sterling, 1956
s	E	Handforth, Thomas. Mei Li. Doubleday, 1938
i	E	Harmer, Mabel. The true book of the circus. Childrens Press, 1955
i	F	Harris, Isobel. Frosty snow. Holt, 1951
a	S	Hartman, Gertrude. Machines and the men who made the world of industry. Macmillan, 1939
a	S	Hausman, L.A. Beginner's guide to fresh-water life. Putnam, 1950
i	F	Hawton, Hector. Tower of darkness. Roy, 1951
a	F	Hays, V.P. Christmas on the Mayflower. Coward McCann, 1956
s	F	Haywood, Carolyn. "B" is for Betsy. Harcourt, 1939
s	F	Haywood, Carolyn. Betsy and the boys. Harcourt, 1945
a	F	Haywood, Carolyn. Betsy's little star. Morrow, 1950
a	F	Haywood, Carolyn. Eddie and the fire engine. Morrow, 1949
s	F	Haywood, Carolyn. Little Eddie. Morrow, 1947
a	F	Haywood, Carolyn. Penny goes to camp. Morrow, 1948
i	S	Healey, Dorothy. All about bicycles. Comet Press Books, 1956
i	F	Heavy, Jean. The pastor's dog. Scribner, 1951
i	F	Helfman, E.S. Trudy the motherly hen. Messner, 1954
i	F	Helm, R.H. Mr. Putterbee's jungle. Oxford, 1953
i	E	Hendrickson, D.W. Breakneck hill. Follett, 1954
s	B	Henry, Marguerite. Benjamin West and his cat Grimalkin. Bobbs, 1947
a	F	Henry, Marguerite. Justin Morgan had a horse. Rand McNally, 1954 ed.
s	F	Henry, Marguerite. Sea Star; orphan of Chincoteague. Rand McNally, 1949
i	B	Herold, H.C. Joan, Maid of France. Aladdin, 1952
i	F	Herrman, William. Junior quarterback. Morrow, 1952
s	E	Heyward, DuBose. Country bunny and the little gold shoes. Houghton, 1939
i	E	Hilles, H.T. Pierre comes to P.S. 20. Messner, 1952
i	F	Hinkle, T.C. Ring Neck. Morrow, 1954
i	S	Hiser, I.S. Desert drama; tales of strange plants and animals. Abelard-Schuman, 1956
i	E	Hoff, Syd. Patty's pet. Abelard-Schuman, 1955
i	F	Hoffmaster, M.M. Nee-Na the wildflower's good fairy. William Frederick, 1949
i	E	Hogan, Inez. The little ones. Dutton, 1956
i	E	Hogan, Inex. We are a family. Dutton, 1952
s	S	Hogben, L.T. Wonderful world of mathematics. Garden City Books, 1955
s	S	Hogner, D.C. Animal book; American mammals north of Mexico. Oxford, 1942
a	S	Hogner, D.C. Farm animals; and working and sporting breeds of the U.S. and Canada. Oxford, 1945
a	S	Hogner, D.C. Spiders. Crowell, 1955
i	F	Hogue, Dock. Bob Clifton, Congo crusader. Holt, 1951

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a	F	Holberg, R.L. Oh Susannah. Doubleday, 1939
i	F	Holland, Marion et al. Everygirl's horse stories. Lantern, 1956
s	F	Holling, H.C. Paddle-to-the-sea. Houghton, 1941
s	F	Holling, H.C. Tree in the trail. Houghton, 1942
i	F	Honness, E.H. Mystery of the diamond necklace. Lippincott, 1954
i	E	Horwich, F.R. Mr. Meyer's cow. Rand McNally, 1955
i	B	Howard, Joan. Story of Louisa May Alcott. Grosset, 1955
i	F	Huggins, A.M. Day of the false dragon. Westminster.
i	F	Hultz, H.L. Canary Yellow. Abingdon-Cokesbury, 1953
s	S	Huntington, H.E. Let's go to the brook. Doubleday, 1952
s	F	Hunt, M.L. Benjie's hat Stokes, 1938
s	F	Hunt, M.L. Miss Jellytot's visit. Lippincott, 1955
a	S	Hussey, L.J. Collecting cocoons. Crowell, 1953
a	S	Hylander, C.J. Animals in armor. Macmillan, 1954
s	F	Irving, Washington. Rip Van Winkle and the legend of Sleepy Hollow. Macmillan, 1951
a	E	Ivimey, J.W. Complete version of "Ye three blind mice." Warne, 1909
i	F	Jackson, C.P. Little leaguer's first uniform. Crowell, 1952
i	E	Jackson, Kathryn. The Golden picture book of school days. Simon & Schuster, 1954
i	E	Jackson, Kathryn. Little Eskimo. Simon & Schuster, 1952
s	F	James, Will. Smoky, the cowhorse. Scribner, 1926
i	E	Janice. It's Spring! It's Spring! Lothrop, 1956
s	S	Jessup, R.F. Wonderful world of archeology. Garden City Books, 1956
i	E	Johnson, Enid. The three J's. Messner, 1952
i	F	Johnson, M.S. Wilderness pup. Morrow, 1954
a	B	Johnson, William. Sam Houston, tallest Texan. Random, 1953
a	F	Jones, E.O. Twig. Macmillan, 1942
a	S	Jordan, N.R. American costume dolls; how to make and dress them. Harcourt, 1941
s	B	Judson, C.I. Abraham Lincoln, friend of the people.Wilcox & Follett,1950
s	B	Judson, C.I. George Washington, leader of the people.Wilcox & Follett,1951
s	B	Judson, C.I. Theodore Roosevelt, fighting patriot. Wilcox & Follett, 1953
i	F	Julian, N.R. Peculiar Miss Pickett. Winston, 1951
a	E	Kahl, Virginia. Duchess bakes a cake. Scribner, 1955
a	E	Kakuyu. Animal frolic by Toba Sojo. Putnam, 1954
i	F	Kastner, Erich. Animals' conference; based on an idea by Jella Lepman. McKay, 1953
i	E	Kean, Edward. Howdy Doody and his magic hat. Simon & Schuster, 1954
i	E	Kean, Edward. Howdy Doody and Mr. Bluster. Simon & Schuster, 1954
i	F	Keller, Martha. The war whoop of the wily Iroquois. Coward-McCann, 1954
i	E	Kessler, Ethel & Leonard. Crunch Crunch. Doubleday, 1955
a	S	Kettelkamp, Larry. Magic of sound. Morrow, 1956
i	E	Key, Ted. So'm I. Dutton, 1954
i	F	Killilea, M.L. Wren. Dodd, 1954
a	B	King, Marian. Young Mary Stuart, Queen of Scots. Lippincott, 1954
a	F	Kingman, Lee. Best Christmas. Doubleday, 1949
a	E	Kingman, Lee. Peter's long walk. Doubleday, 1953
i	F	Kipling, Rudyard. Jungle book; Mowgli, the jungle boy. Grosset, 1951
s	S	Kirkus, Virginia. First book of gardening. Watts, 1956
a	F	Kjelgaard, J.A. Desert dog. Holiday, 1956
a	F	Kjelgaard, J.A. Trailing trouble. Holiday, 1952
i	F	Klemin, Alexander. Helicopter adventure. Coward-McCann, 1947
s	S	Knight, Clayton. Big book of real jet planes. Grosset, 1952
i	F	Knight, Marjorie. The land of lost handkerchiefs. Dutton, 1954
i	E	Konkle, Janet. Easter Kitten. Childrens Press, 1955

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i	F	Kono, Keora & Mugrave, Dorothy. The hidden village; an adventure story of Hawaii. Longmans, 1954
i	S	Kramer, Bettina L. Cave men of the old stone age. Melmont, 1955
i	E	Kraus, Robert. Junior the spoiled cat. Oxford, 1955
a	E	Krauss, Ruth. Very special house. Harper, 1953
a	F	Krumgold, Joseph, And now Miguel. Crowell, 1953
i	F	Lackey, Eunice. Lucky Blacky. Watts, 1953
a	F	Lampman, E.S. Navaho sister. Doubleday, 1956
i	F	Lane, C.D. Black tide. Little, 1952
i	F	Lane, F.A. The greatest adventure; a story of Jack London. Aladdin, 1954
s	E	Langstaff, John. Frog went a-courtin'. Harcourt, 1955
i	S	Larsen, Egan. Radar works like this. Roy, 1953
s	B	Latham, J.L. Carry on, Mr. Bowditch! Houghton, 1955
i	F	Lattimore, E.F. Jasper, Morrow, 1953
a	F	Lattimore, E.F. Molly in the middle. Morrow, 1956
a	F	Lattimore, E.F. Willow tree village. Morrow. 1955
i	F	Lauber, Patricia. Clarence, the TV dog. Coward-McCann, 1955
s	F	Lawrence, M.E. Peachtree island. Harcourt, 1948
s	F	Lawson, Robert. Ben and me; a new and astonishing life of Benjamin Franklin, as written by his good mouse Amos; lately discovered. Little, 1939
s	F	Lawson, Robert. Mr. Revere and I. Little, 1953
s	B	Lawson, Robert. They were strong and good. Viking, 1940
i	F	Leaf, Munro. Lucky you. Lippincott, 1955
s	F	Leaf, Munro. Wee Gillis. Viking, 1938
i	F	Leavitt, Dorothy. Adventure on the Tennessee. Little, 1952
a	S	Lee, Tina. Fun with paper dolls. Doubleday, 1949
a	F	Leighton, M.C. Judith of France. Houghton, 1948
i	F	Leinster, Murray. Forgotten planet. Gnome, 1954
s	F	Lenski, Lois. Boom town boy. Lippincott, 1948
a	E	Lenski, Lois. I like winter. Oxford, 1950
a	E	Lenski, Lois. Little auto. Oxford, 1934
s	E	Lenski, Lois. Little train. Oxford, 1940
a	E	Lenski, Lois. On a summer day. Oxford, 1953
a	F	Lenski, Lois. Puritan adventure. Lippincott, 1944
s	F	Lenski, Lois. Strawberry girl. Lippincott, 1945
a	S	Lent, H.B. Helicopter book. Macmillan, 1956
a	B	LeSueur, Meridol. Chanticleer of the wilderness road. Knopf, 1951
i	E	Leventhal, J.P. From then to now. Simon & Schuster, 1954
a	S	Lewellen, J.B. Helicopters; how they work. Crowell, 1954
a	S	Lewellen, J.B. True book of airports and airplanes. Childrens Press, 1956
i	S	Lewellen, J.B. You and space neighbors. Childrens Press, 1953
a	F	Lewis, C.S. Last battle; Macmillan, 1956. (Chronicles of Narnia)
i	F	Lewis. C.S. Silver chair. Macmillan, 1953
i	F	L'Hommedieu, D.K. Spot, the Dalmation pup. Lippincott, 1950
a	S	Life. World we live in. Text adapted by Jane Werner Watson. Simon & Schuster, 1956
i	F	Lindgren, Astrid. Bill Bergson, master detective. Viking, 1952
a	F	Lindman, M.J. Flicka, Ricka, Dicka and the new dotted dresses.Whitman,1939
a	F	Lindman, M.J. Snipp, Snapp, Snurr and the gingerbread. Whitman, 1932
i	S	Lindquist, Willis. Animals from all over the world. Simon & Schuster, 1956
s	F	Lindquist, Willis. Burma boy. McGraw, 1953
s	F	Lipkind, William. Boy of the islands. Harcourt, 1954
s	E	Lipkind, William. Finders keepers. Harcourt, 1951
i	F	Lippincott, J.W. Bun, a wild rabbit. Lippincott, 1953
i	E	Little, E.A. Birthday present for Jannie. Comet, 1955

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i	F	Lochlons, Colin. Triple play. Crowell, 1952
a	F	Lofting, Hugh. Doctor Dolittle's post office. Stokes, 1923
i	B	Long, Laura. David Farragut, boy midshipman. Bobbs, 1950
i	E	Lopez, E.B. Croakie goes west; a story for children. Exposition Press, 1951
a	F	Louden, Claire. Far into the night; a story of Bali. Scribner, 1955
a	F	Lovelace, M.H. Betsey-Tacy. Crowell, 1940
i	S	Low, A.M. Popular scientific recreations. Roy, 1950
a	S	Lucas, J.M. Man's first million years. Harcourt, 1941
i	F	Lyons, Dorothy. Dark Sunshine. Harcourt, 1951
a	F	McCloskey, Robert. Centerburg tales. Viking, 1951
s	E	McCloskey, Robert. Make way for ducklings. Viking, 1941
a	S	McClung, R.M. Green Darner: the story of a dragonfly. Morrow, 1956
s	S	McClung, R.M. Stripe; the story of a chipmunk. Morrow, 1951
a	S	McCracken, Harold. Biggest bear on earth. Lippincott, 1943
i	E	McCready, T.L. Biggity Bantam. Ariel, 1954
i	F	McCune, Evelyn. Kim rides the tiger. Day, 1951
a	F	MacDonald, George. Princess and Curdie. Macmillan, 1954
i	F	Macdonald, Z.K. Mystery of the Piper's Ghost. Winston, 1954
i	E	Mace, Kay. Chief Dooley's busy day. Abelard, 1954
i	E	Mace, Kay. When I grow up. Simon & Schuster, 1950
i	F	McGavran, G.W. We gather together. Friendship Press, 1951
a	E	McGinley, P.L. All around the town. Lippincott, 1948
a	F	McGinley, P.L. Most wonderful doll in the world. Lippincott, 1950
a	F	McGraw, E.J. Mara, daughter of the Nile. Coward-McCann, 1953
a	F	MacGregor, Ellen. Miss Pickerell goes to the Arctic. McGraw, 1954
i	F	McGuire, Frances. The case of the smuggled ruby. Dutton, 1956
i	F	McGuire, Frances. Red Fury, son of champions. Dutton, 1954
i	F	Machetanz, Sara. Barney hits the trail. Scribner, 1950
i	F	MacKellar, William. The mystery of the ruined abbey. Whittlesey House, 1954
i	E	MacLellan, Esther & Schroll, Catherine. Suzy and the dog school. Ariel, 1953
s	F	McMeekin, I.M. Journey cake. Messner, 1942
a	B	McNeer, M.Y. Armed with courage. Abingdon, 1957
s	B	McNeer, M.Y. Martin Luther. Abingdon, 1953
i	E	McPhedran, Marie. David and the white cat. Aladdin, 1950
a	F	McSwigan, Marie. Snow treasure. Dutton, 1942
i	F	Magoon, M.W. Ojibway drums. Longmans, 1955
a	B	Malvern, Gladys. Dancing star. Messner, 1942
i	F	Marge. Little Lulu and her magic tricks. Simon & Schuster, 1954
a	F	Marshall, Dean. Dig for treasure. Dutton, 1949
i	E	Martin, Bill. Teach me to pray. Tell-Well Press, 1950
i	F	Martin, Charles M. Orphans of the range. Viking, 1950
i	S	Martin, Marcia. Tom Corbett's wonder book of space. Wonder Books, 1953
a	S	Mason, G.F. Animal clothing. Morrow, 1955
a	S	Mason, G.F. Animal tools. Morrow, 1951
s	F	Mason, M.E. Caroline and her kettle named Maud. Macmillan, 1951
a	F	Mason, M.E. Pony called Lightning. Macmillan, 1948
a	S	Mathews, F.S. Field book of American wild flowers. Rev. & enl. Putnam, 1955
i	F	Mazer, Virginia. Children downstairs. Friendship Press, 1951
a	F	Meader, S.W. Trap-lines north; a true story of the Canadian woods. Dodd, 1936
a	B	Meadowcroft, E.L. On Indian trails with Daniel Boone. Crowell, 1947
i	F	Meek, S.S. Hans, a dog of the Border Patrol. Knops, 1950
i	F	Meek, S.S. Red, a trailing bloodhound. Knopf, 1951
i	F	Meigs, E.B. Blue Palomino. Dutton, 1955
a	F	Meigs, C.L. Wild geese flying. Macmillan, 1957

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i	F	Mellin, Jeanne. Pidgy's Surprise. Dutton, 1955
i	E	Memling, Carl. We went to the doctor. Abelard-Schuman, 1955
i	F	Merrill, Jean. Boxes. Coward-McCann, 1953
i	E	MGM Cartoons. Tom and Jerry's Merry Christmas; told by Peter Archer. Simon & Schuster, 1954.
s	F	Milhous, Katherine. Egg tree. Scribner, 1950
s	F	Milne, A.A. House at Pooh corner. Dutton, 1928
i	F	Mindlin, H.M. Dangerous island. Dodd, 1956
i	F	Moffitt, V.M. Pollyanna of Magic Valley. Page, 1949
i		Manso, Leo. Firehouse. World, 1949
i	F	Montgomery, R.G. Golden Stallion's revenge. Little, 1953
s	F	Montgomery, R.G. Kildee house. Doubleday, 1949
i	E	Moore, Lillian. The golden picture book of stories; to hear and to read. Simon & Schuster, 1955
i	F	Moore, Vardine and Conkling, Fleur. House next door. Westminster, 1954
i	B	Morenus, Richard. The Hudson's Bay Company. Random House, 1956
a	S	Morgan, A.P. Boys' book of engines, motors and turbines. Scribner, 1946
s	S	Morgan, A.P. First electrical book for boys. Scribner, 1951
i	F	Morriss, Frank. Boy of Philadelphia; a story about the Continental Congress. Bruce, 1955
s	F	Morrow, E.C. Painted pig; a Mexican picture book. Knopf, 1930
a	F	Mukerji, D.G. Gay-neck; the story of a pigeon. Dutton, 1927
a	F	Mulhenweg, Fritz. Big Tiger and Christian. Pantheon Books, 1952
i	F	Musgrave, Florence. Trailer tribe. Ariel, 1955
a	S	Neeley, H.M. Stars by clock & fist. Viking, 1956
i	B	Neilson, Winthrop. Story of Theodore Roosevelt. Grosset, 1953
i	S	Neurath, Marie. Wonder world of insects. Lothrop, 1953
a	E	Newberry, C.T. Barkis. Harper, 1938
i		Newell, Averil. Fly-by-nights. London: Adam & Chas.Black, 1947
a	S	Nighbert, Esther. True book of cloth. Childrens Press, 1955
s	B	Nolan, J.C. Florence Nightingale. Messner, 1946
i	B	Nolan, J.C. Story of Ulysses S. Grant. Grosset, 1952
a	S	Norling, J.S. Pogo's letter; a story of paper. Holt, 1946
i	E	Norman, Charles. Mr. Upstairs and Mr. Downstairs. Harper, 1950
i	F	North, Sterling. The five little bears. Rand McNally
s	F	Norton, Mary. The borrowers. Harcourt, 1953
i	E	Novinger, Virginia B. Tommy on time. Whitman, 1952
i	F	O'Brien, J.S. Royal Red. Winston, 1951
i	F	O'Connell, A.L. The Blue Mare in the Olympic trials. Little, 1955
a	S	Olds, Elizabeth. Big fire. Houghton, 1945
i	F	Olgin, Joseph. Little League champions. Dutton, 1954
i	F	Orton, H.F. Mystery in the apple orchard. Lippincott, 1954
a	F	Osborne, C.G. First lake dwellers. Follett, 1956
i	F	Otto, M.G. Mr. Magic. Holt, 1955
a	B	Pace, M.M. Clara Barton. Scribner, 1941
i	E	Palazzo, Tony. Mister Whistle's secret. Viking, 1953
i	F	Pallas, Norvin. Secret of Thunder Mountain. Washburn, 1951
i	F	Pardee, Laura & Young, Elizabeth. Lucky days. Dutton, 1956
a	S	Parker, B.M. Golden book of science. Simon & Schuster, 1956
i	F	Parks, E.W. Safe on second. Bobbs, 1953
i	F	Paschal, Nancy. Sylvan city. Viking, 1950
a	E	Paull, G.A. Pancakes for breakfast. Doubleday, 1946
a	F	Payne, J.B. Journey of Josiah Talltatters. Ariel, 1953
a	B	Peare, C.O. Louisa May Alcott, her life. Holt, 1954
i	F	Peck, A.M. Jo Ann of the border country. Dodd, 1952
a	S	Peet, Creighton. First book of bridges. Watts, 1953

R	T	
a	S	Perkins, W.L. Fannie Farmer Junior cook book. Little, 1942
i	F	Peterson, Christian. Treasure of Troon. Roy, 1950
a	S	Peterson, R.T. How to know the birds; an introduction to bird recognition of over 200 common species. Houghton, 1949
s	B	Petersham, M.F. Story of the presidents of the U.S.of America. Macmillan, 1953
i	F	Phelps, Margaret. Ketch dog. Macrae, 1951
a	S	Phillips, M.G. Makers of honey. Crowell, 1956
i	E	Pilgrim, Jane. Blackberry Farm books. McKay, 1954
i	E	Pilgrim, Jane. Christmas at Blackberry Farm. McKay, 1954
i	E	Pilgrim, Jane. Postman Joe. McKay, 1954
i	E	Piper, Watty, ed. Stories that never grow old. Platt, 1952
i	S	Podendorf, Illa. The true book of animal babies. Childrens Press, 1955
a	S	Podendorf, Illa. True book of weeds and wild flowers. Childrens Press 1955
s	E	Politi, Leo. Little Leo. Scribner, 1951
s	E	Politi, Leo. Song of the swallows. Scribner, 1949
i	F	Posy, Arnold. Holiday night dreams. Bloch, 1953
a	E	Potter, Beatrix. Tale of Squirrel Nutkin. Warne, 1931
i	E	Potter, Marian. Little red caboose. Simon & Schuster, 1953
a	S	Pratt, Fletcher. All about rockets and jets. Random, 1955
i	B	Price, Olive. Story of Marco Polo. Grosset, 1953
i	F	Proctor, G.L. The young traveler in Sweden. Dutton, 1953
i	F	Prud-hommeaux, Rene. Extra hand. Viking, 1953
a	F	Pyle, Howard. Men of Iron. Harper, 1891
i	F	Queen, Ellery,Jr. White elephant mystery. Little Brown, 1950
i	F	Rains, M.C. Lazy Liza Lizard's tricks. Winston, 1953
i	F	Rankin, Louise S. Gentling of Jonathan. Viking, 1950
i	E	Ratzeberger, Anna. Farm Animals. Rand, 1953
a	F	Rawlings, M.K. Secret river. Scribner, 1955
i	E	Reed, Dorothy. Farm for Andy. Rand McNally, 1951
i	F	Reid, Alecander. The young traveler in France. Dutton, 1953
i	F	Reiner, William. The flying rangers. Messner, 1954
a	E	Rey, H.A. Cecily G and the 9 monkeys. Houghton, 1942
a	E	Rey, H.A. Curious George takes a job. Houghton, 1947
i	B	Reynolds, Q.J. The Battle of Britain. Random House, 1953
i	F	Richard, J.R. Phantom mustang. Lothrop, 1954
i	F	Richardson, M.R. Finders keepers. Viking, 1951
a	S	Riedman, S.R. Water for people. Schuman, 1952
s	S	Ripper, C.L. Bats. Morrow, 1954
i	F	Roberts, Eleanor. Once upon a summertime. Original music. Exposition Press, 1951
a	F	Robertson, Keith. Three stuffed owls. Viking, 1954
i	F	Robinson, M.L. King Arthur and his knights. Random House, 1953
i	F	Robinson, T.P. Lost dog Jerry. Viking, 1952
i	F	Rochester, G.E. Haunted hangers. Roy, 1950
i	F	Rojankovsky, Feodor, illus. Favorite fairy tales. Simon & Schuster, 1949
i	F	Rosenquist, Fingal. Nipper Shiffer's donkey. Harper, 1955
a	F	Rounds, Glen. Hunted horses. Holiday, 1951
a	F	Rounds, Glen. Stolen pony. Holiday, 1948
i	F	Rowntree, Lester. Ronnie. Viking, 1952
a	F	Rushmore, Helen. Chief takes over. Harcourt, 1956
i	E	Rust, Doris, A story a day. Transatlantic Arts, 1954
a	F	Saint Exupery, Antoine de. Little prince. Reynal, 1943
s	F	Salten, Felix. Bambi; foreword by John Galsworthy. Simon & Schuster, 1928 (or Grosset)
i	F	Sanderson, I.T. John and Juan in the jungle. Dodd, 1953
i	F	Sankey, Alice. Jack of Trades. Boobs-Merrill, 1953

R	T	
s	E	Sauer, J.L. Mike's house. Viking, 1954
a	F	Sawyer, Ruth. The least one. Viking, 1941
a	E	Sayers, F.C. Bluebonnets for Lucinda. Viking, 1934
s	S	Schatz, Albert. Story of microbes. Harper, 1952
a	S	Scheib, Ida. First book of food. Watts, 1956
s	E	Schlein, Miriam. When will the world be mine? Scott, 1953
i	F	Schmidt, S.L. This is my heritage.
a	S	Schneider, Herman. How big is big? from stars to atoms. Scott, 1950
s	S	Schneider, Herman. More power to you; a short history of power from the windmill to the atom. Scott, 1953
a	S	Schneider, Herman. Rocks, rivers, and the changing earth; a first book about geology. Scott, 1952
a	S	Schneider, Lew. Wings in your future; aviation for young people. Harcourt, 1955
a	E	Schneider, Nina. While Susie sleeps. Scott, 1948
a	S	Schwartz, Julius. Through the magnifying glass; little things that make a big difference. McGraw, 1954
s	S	Sears, P.M. Barn swallow. Holiday, 1955
i	F	Seckar, Alvena. Trapped in the old mine. Messner, 1953
s	E	Seignobosc, Francoise. Biquette the white goat. Scribner, 1953
s	E	Seignobosc, Francoise. Noel for Jeanne Marie. Scribner, 1953
i	F	Selden, George. The dog that could swim under water; memoirs of a springer spaniel. Viking, 1956
a	S	Selsam, M.E. Play with leaves and flowers. Morrow, 1952
a	S	Selsam, M.E. Play with vines. Morrow, 1951
a	S	Sel sam, M.E. Time for sleep; how the animals rest. Scott, 1953
a	F	Seredy, Kate. Tree for Peter. Viking, 1943
a	F	Seymour, A.H. Arne and the Christmas star; a story of Norway. Wilcox & Follett, 1952
i	S	Shannon, Terry. At water's edge. Sterling, 1955
a	B	Shapiro, Irwin. Yankee thunder; the legendary life of Davy Crockett. Messner, 1944
i	E	Shaw, Thelma and Ralph. Outdoor fun. Rand McNally, 1953
s	S	Shippen, K.B. Bridle for Pegasus. Viking, 1951
a	B	Shippen, K.B. Mr. Bell invents the telephone. Random, 1952
i	F	Shurtleff, B.L. AWOL the courier. Bobbs, 1951
a	S	Shuttlesworth, D.E. Story of rocks. Garden City Books, 1956
i	F	Simon, Norma. The wet world. Lippincott, 1954
a	F	Singh, R.L. Gift of the forest. Longmans, 1942
a	F	Slobodkin, Louis. Adventures of Arab. Macmillan, 1946
a	E	Slobodkin, Louis. Dinny and Danny. Macmillan, 1951
a	F	Sloggett, Nellie. White ring by Enys Tregarthen, pseud. Harcourt, 1949
i	e	Smiley, V.K. Little boy Navajo. Abelard, 1954
i	F	Smith, D.S. Criss-Cross vacation. Sterling, 1956
i	F	Smith, E.Y. Jennifer is eleven. Bobbs, 1952
i	E	Smith, E.Y. Sam's big worry. Whitman, 1953
i	F	Smith, Kate. Stories of Annabelle. Tell-well, 1951
i	F	Smith, Robert. Little League catcher. Barnes, 1953
s	F	Snedeker, C.D.P. Downright Dencey. Doubleday, 1927
i	B	Snow, D.J. Raphael Semmes. Tidewater boy. Bobbs, 1952
s	F	Sorensen, V.E. Miracles on Maple Hill. Harcourt, 1956
a	B	Sperry, Armstrong. John Paul Jones, fighting sailor. Random, 1953
a	B	Sperry, Armstrong. Voyages of Christopher Columbus. Random, 1950
a	F	Spyri, J.H. Heidi. Lippincott, Grosset or World Pub.
i	F	Stapp, E.B. Isabelle's goose village. Winslow, 1950
a	F	Steele, W.O. Davy Crockett's earthquake. Harcourt, 1956

R	T	
i	B	Steele, W.O. John Sevier, pioneer boy. Bobbs, 1953
a	B	Steffens, Lincoln. Boy on horseback. Harcourt, 1935
i	E	Steiner, Charlotte. Little train that saved the day. Wonder Books, 1952
s	S	Sterling, Dorothy. Insects and the homes they build. Doubleday, 1954
i	F	Sterling, Dorothy. The Brownie Scout mystery. Doubleday, 1955
i	B	Stevenson, Augusta. Tecumseh, Shawnee boy. Bobbs-Merrill, 1955
i	F	Stewart, E.L. Taxco Tommy. Pageant Press, 1954
i	F	Stone, Eugenia. Sagebrush filly. Knopf, 1950
i	F	Storm, Mark. Gruyo of the Flying H. Childrens Press, 1956
i	F	Stowall, Charles. Hi, Everyone! Introducing birds and animals with verse and photographs. Pageant Press, 1953
a	F	Streatfield, Noel. Ballet shoes. Random House, 1937
i	B	Strong, Jay. Of courage and valor; heroic stories of famous men and women. Hart, 1955
a	F	Sutcliff, Rosemary. Brother Dusty-Feet. Oxford, 1953
i	F	Sutton, Margaret. Who will play with me? Wonder Books, 1951
a	B	Swenson, E.P. South sea shilling; voyages of Captain Cook. Viking, 1952
a	B	Syme, Ronald. Balboa, finder of the Pacific. Morrow, 1956
a	B	Syme, Ronald. Henry Hudson. Morrow, 1955
i	F	Symonds, John. Away to the moon. Lippincott, 1956
s	S	Taber, G.B. First book of dogs. Watts, 1949
i	F	Tatham, J.C. Mongrel of Merryway Farm. World, 1952
s	S	Teale, E.W. Insect friends. Dodd, 1955
i	E	Thayer, Jane. Horse with the Easter bonnet. Morrow, 1953
i	S	Themerson, Stefan. Mr. Rouse builds his house. Lothrop, 1951
i	F	Thornhill, Peter. The Winkle society. St.Martin's Press, 1952
s	S	Tibbets, A.B. First book of bees. Watts, 1952
a	E	Titus, Eve. Anatole. McGraw, 1956
a	F	Tolkien, J.R.R. The hobbit; or, There and back again. Houghton, 1938
s	F	Tousey, Sanford. Cowboy Tommy. Doubleday, 1936
i	B	Tousey, Sanford. John C. Fremont, western pathfinder. Whitman, 1953
i	B	Tousey, Sanford. Wild Bill Hickok; frontier marshall. Whitman, 1952
s	F	Travers, P.L. Mary Poppins. Harcourt, 1934
i	F	Trease, Geoffrey. The young traveler in England and Wales. Dutton, 1953
a	E	Tresselt, A.R. Autumn harvest. Lothrop, 1951
a	E	Tresselt, A.R. Rain drop splash. Lothrop, 1946
i	E	Tucci, Nicolo. Tico-Tico. Harper, 1950
i	F	Tunis, J.R. Buddy and the old Pro. Morrow, 1956
i	E	Tworkov, Jack. Tigers don't bite. Dutton, 1956
i	E	Upham, Elizabeth. Little brown bear and his friends. Platt & Munk, 1952
i	F	Vance, Jack. Vandals of the void. Winston, 1953
a	F	Vance, Marguerite. Windows for Rosemary. Dutton, 1956
s	F	Van Stockum, Hilda. Cottage at Bantry Bay. Viking, 1938
i	E	Vaughan, Anne. Whopper Whale. Childrens Press, 1951
i	F	Venn, M.A. The junior sheriff mystery. Ariel, 1955
i	F	Verrall, C.S. Men of flight; conquest of the air. Aladdin, 1954
i	B	Vinton, Iris. Story of Robert E. Lee. Grosset, 1952.
i	F	Waldschmidt, Jean. Mystery of the old Thorndyke. Nelson, 1955
i	F	Wallace, M.N. Challenge to Babs. Abelard.
i	S	Wanklyn, Joan. Flip, the story of an otter. Warne, 1951
i	E	Warner Bros. Cartoons, Inc. Bugs Bunny gets a job. Simon & Schuster, 1952
i	E	Washburne, Stanley, Jr. Nimbo the little white cloud that turned black. Winston, 1954
i	E	Watson, N.D. What is one. Knopf, 1954
i	E	Watts, Mabel. Bedtime stories. Rand McNally, 1955
i	F	Weaver, Jack. Mr. O'Hara. Viking, 1953

R	T	
i	E	Webb, Clifford. A jungle picnic. Warne, 1953
s	S	Webber, I.E.S. Travelers all; the story of how plants go places. Scott, 1944
i	F	Weber, M.B. Children of Hillcrest; stories and poems for children. Exposition Press, 1951
i	E	Weigle, Oscar. Wonder book of clowns. Wonder Books, 1955
i	F	Weil, Lisl. Bill the brave. Houghton, 1948
i	F	Weiss, Evelyn. Mixups and Fixups; new-fangled animal stories. McKay, 1954
i	F	Wells, Helen. Escape by night. Winston, 1953
i	E	Werner, Jane. The golden picture book of words; how they look and what they tell. Simon & Schuster, 1954
i	F	West, Jerry. The happy Hollisters. Garden City, 1953
i	F	West, Jerry. The happy Hollisters and the Secret Fort. Garden City, 1955
i	F	West, Jerry. The happy Hollisters at Pony Hill Farm. Garden City, 1956
i	F	West, Jerry. The happy Hollisters at Snowflake Camp. Garden City, 1954
a	B	Wheeler, Opal. Sebastian Bach. Dutton, 1937
a	B	Wheeler, Opal. Stephen Foster and his little dog Tray. Dutton, 1941
a	B	Wheeler, Opal. Mozart, the wonder boy. Dutton, 1941
i	B	Wheeler, Opal. The story of Peter Tschaikovsky. Dutton, 1953
a	S	White, A.T. All about the stars. Random, 1954
s	F	White, E.B. Charlotte's web. Harper, 1952
i	E	White, M.S. I know why we give thanks. Broadman, 1956
i	F	Whitney, P.A. Mystery of the black diamonds. Westminster, 1954
a	F	Wiggin, K.D. Rebecca of Sunnybrook Farm. Houghton, 1925
i	E	Wilde, George. The puppy who found a boy. Wonder Books, 1952
s	F	Wilder, L.I. By the shores of Silver Lake. Harper, 1953
s	F	Wilder, L.I. Little town on the prairie. Harper, 1953
i	B	Wilkie, K.E. Will Clark, boy in buckskins. Bobbs-Merrill, 1953
i	F	Williams, Charles. The rolling pin. Abelard-Schuman, 1955
s	S	Williamson, Margaret. First book of bugs. Watts, 1949
i	F	Wilson, A.C. Norman and Henry investigate. Crowell, 1954
i	F	Wilson, Dixie. Mystery in spangles. Dodd, 1950
i	F	Wilson, H.H. Herbert again. Knopf, 1951
s	F	Wilson, Leon. That boy Cody and his friends. Watts, 1952
i	F	Winders, G.H. Jim Bowie, boy with a hunting knife. Bobbs, 1953
i	E	Wing, Helen. Super circus. McNally, 1955
i	E	Woolley, Catherine. Little car that wanted a garage. Wonder Books, 1952
a	E	Wright, E.B. Saturday walk. Scott, 1954
i	E	Wyatt, Gladys. Dale Evans and the coyote. Simon & Schuster, 1956
a	S	Wyler, Rose. First book of weather. Watts, 1956
i	F	Wyndham, Lee. Sizzling Pan ranch. Crowell, 1952
a	F	Yates, Elizabeth. A place for Peter. Coward-McCann, 1952
a	S	Yates, R.F. Boy and a battery. Harper, 1942
a	S	Yates, R.F. Boys' book of magnetism. Harper, 1941
a	S	Yates, R.F. How to improve your model railroad. Harper, 1953
i	E	Young, Miriam. 5 Pennies to spend. Simon & Schuster, 1955
a	S	Zaffo, G.J. Big book of real fire engines. Grosset, 1950
a	S	Zarchy, Harry. Model railroading. Knopf, 1955
a	S	Zim, H.S. Flowers; a guide to familiar American wild flowers. Simon & Schuster, 1950
a	S	Zim, H.S. Our senses and how they work. Morrow, 1956
s	S	Zim, H.S. What's inside of animals? Morrow, 1953
a	S	Zim, H.S. What's inside of plants? Morrow, 1952
s	S	Zim, H.S. Birds; a guide to the most familiar American birds. Simon & Schuster, 1949
s	S	Zim, H.S. Elephants. Morrow, 1946

R	T	
s	S	Zim, H.S. Golden hamsters. Morrow, 1951
s	S	Zim, H.S. Homing pigeons. Morrow, 1949
s	S	Zim, H.S. Mammals; a guide to familiar American species. Simon & Schuster, 1955
s	S	Zim, H.S. Reptiles and amphibians. Simon & Schuster, 1953
s	S	Zim, H.S. The sun. Morrow, 1953
a	E	Zion, Gene. All falling down. Harper, 1951

CRITERIA FOR TRADE-BOOKS

From the sources consulted, it has been concluded that the three levels of quality for trade-books can be defined as follows:

SUPERIOR trade-books possess the following characteristics to an outstanding degree	**AVERAGE** trade-books are in general acceptable books but do not have the superior qualities to any outstanding degree	**INFERIOR** trade-books have the following undesirable characteristics
In Content	In Content	In Content
1. they broaden the child's intellectual and emotional experiences	have reading interest but do not broaden the child's intellectual and emotional experiences	have negative or unethical values implicit in story or characterization
2. appeal to the imagination	lack a vivid appeal to the imagination	are unimaginative
3. give a true picture of life	do not connect squarely with life, although they do not distort it	present an unreal picture of life
4. are highly charged with interest and human appeal	have only moderate degree of interest and human appeal	are outside the subject span of a child's interest
5. have definite values in terms of pleasure and information	have a passing interest without definite values	have interest lying in melodramatic story and implausible action
6. have elements of surprise, action, liveliness, conversation and child humor	have these elements to a limited extent	lack these elements
7. have ideas within the child's understanding and appreciation but challenging to his mind	have ideas within the child's understanding and appreciation but do not challenge his mind	are so far beyond the child's understanding and appreciation as to be bewildering rather than challenging
8. are adapted to the child's cultural environment	make no recognition of the child's cultural environment	are outside the child's cultural environment

SUPERIOR Trade-Books	AVERAGE Trade-Books	INFERIOR Trade-Books
In Readability	In Readability	In Readability
1. they are presented in a style suitable to the reader for whom they are intended	are "written down" for the grade level	are presented in a style that lacks conversation, lively characterization, word pictures, and is unsuited to the grade level
2. are written clearly and simply	are written in a style not clear nor simple enough for grade level	are not clear nor simple in style
3. have literary style	lack outstanding literary style	have no literary merit
4. provide a standard of taste against which to compare and evaluate other reading	provide an acceptable but not a high standard of taste for comparison	provide an undesirable standard of taste for comparison
In Format	In Format	In Format
1. they are highly satisfactory as to paper, print, and size of type	are acceptable as to paper, print, and size of type	are unsatisfactory as to paper, print, and size of type
2. have worthwhile illustrations with artistic quality	have illustrations lacking color and/or artistic quality	lack illustrations or have illustrations of comic-strip quality
3. have durable library buckram binding or a serviceable washable fabric	have trade bindings of average quality	have paper cover-boards and other qualities of low "wearability"
4. Look attractive and interesting	do not attract immediate attention	are worn, soiled, in need of rebinding; are dull in appearance; too heavy or too large to handle easily

APPENDIX B

CHECKLIST AND CRITERIA FOR REFERENCE BOOKS

REFERENCE BOOKS

School ____________________ Code No. ______ Date ____________

Library Category _____

Symbols used: R = Rating: s = superior; a = average; i = inferior
T = Type: AD = Adult; HC = Hard Core; BR = Browsing

The actual checking tables also provided columns in which the number of copies (sets) located in classroom collections, central collections, and the school library were separately recorded.

R	T	
s	HC	Abridged Readers Guide to Periodical Literature. H.W.Wilson. (or Readers Guide) (Record inclusive dates ______________________)
a-i	AD	Album of American History. James T. Adams, ed. Scribner, 1949. 5 vol.
i		American Educator. G.J.Laing & H.O.Gillet, eds. United Educators, Inc., 1949. 10 vols.
i		American International Encyclopedia
s		Subject and title index to short stories for children. ALA, 1955
s		Subject index to children's plays. ALA, 1940
a		American Peoples Encyclopedia. Walter D. Scott, ed. Spencer Press, 1948-52. 20 vols.
a-i	AD	Americana annual. Americana Corp.
s	AD	Americana Encyclopedia, 1952 ed. or later
a	AD	Americana Encyclopedia, 1945-52
i	AD	Americana Encyclopedia, before 1945
a-i	AD	Atlas of American History
s		Bartlett, John. Familiar quotations. Little, 1955
a		Basic Everyday Encyclopedia. Jess Stein, ed. Random, 1954
a-i	BR	Book of Knowledge. Grolier Society, 1956. 20 vol.
a-i	BR	Book of Knowledge annual. Grolier Society
i		Book of life
a-i	BR	Book of popular science. Grolier Society, 1924-1931, 1939-1954. 10 vol.
s		Bookshelf for boys & girls. University Society, Inc., 1955. il. 10 vol.
s		Boyd, Jessie E. Books, libraries and you. Scribner, 1949
s		Brewer, Ebenezer Cobham. Brewer's dictionary of phrase and fable. Rev.& enl., Harper, 1953
s		Brewton, John Edmund. Index to children's poetry. Wilson, 1942. First supplement, 1954.
s		Britannica Book of the Year. Walter Yust, ed. Encyclopedia Britannica, Inc.
s	HC	Britannica Junior. Encyclopedia Britannica, Inc., 1952-1959
a		Britannica Junior. 1945-52
i		Britannica Junior, before 1945
a		Building America
a		Champlin Cyclopedia. Consolidated Pubs., 1950. 12 vol.
a-i	BR	Childcraft. Field Enterprises Educational Corp. Rev. 1954, 15 vol.
s		Children's Hour. Marjorie Barrows, ed. Spencer Press, 1954. 16 vol.
i		Child's World. Wilma K. McFarland & Esther M. Bjoland, eds. Child's World, Inc., 1947-50. 6 vol.
a-i	AD	College Standard Dictionary of the English Language
s	AD	Colliers Encyclopedia, 1952 ed. or later
a	AD	Colliers Encyclopedia, before 1952
a-i	AD	Collier's Year Book. P.F.Collier & Son

R	T	
a-i	AD	Columbia Encyclopedia. Columbia Univ.Press, 1950 ed., 1956 sup. 1 vol.
a-i	AD	Columbia-Viking Desk Encyclopedia. Wm. Bridgwater,ed. Viking, 1953
s	HC	Compton's Pictured Encyclopedia, 1952-1959
a		Compton's Pictured Encyclopedia, 1945-1952
i		Compton's Pictured Encyclopedia. Before 1945
s		Comstock, Anna B. Handbook of Nature Study. Comstock, 1939
s		Current Biography. H.W.Wilson. (Record inclusive dates ____________)
a		Current Events Yearbook
s	AD	Encyclopedia Britannica, 1952 ed. or later
a		Encyclopedia Britannica, 1945-1952
i		Encyclopedia Britannica, before 1945
i		Encyclopedia of religion
i		Everyman's Encyclopedia. Athelstan Ridgway, ed. Macmillan, 1950. 3rd ed. 12 vol.
a		Funk & Wagnalls Desk Standard Dictionary
i		Funk & Wagnalls New Standard Encyclopedia Yearbook
s		Funk & Wagnalls "Standard" junior dictionary of the English language. Funk, 1950
s	HC	Goode, John Paul. Goode's School Atlas. 9th ed. Rand, 1953
a		Goode's School Atlas, 1945-52
i		Goode's School Atlas, before 1945
s,		Granger, Edith. Granger's Index to Poetry. 4th ed. Columbia Univ.,1953
a		Grider, Dorothy. My first picture dictionary. Wilcox & Follett, 1948
a-i	AD	Grolier Encyclopedia. Grolier Society, 1952. 10 vol.
i		Home university encyclopedia
i		How and Why library
s	HC	Information Please Almanac, 1952 or later
i		Information Please Almanac, before 1952
s		Kunitz, S.J. & Haycraft, Howard. Junior book of authors, 2nd ed.rev. Wilson, 1951
s		Kunitz, S.J. & Haycraft, Howard. Junior book of authors. Wilson, 1931
a		Lands and People. Grolier Society, 1929-55. Rev.1952
a-i	AD	Lincoln library of essential information. Frontier Press,1953. 21st ed.
a		Living Together in the Modern World. Etta S. Ress, ed. Creative Educational Society, Inc., 1953. 8 vol.
a		MacBean, Dilla. Picture-book dictionary. Children's Press, 1946
a		Macmillan's Modern dictionary
s		McSpadden, Joseph W. Book of holidays. 3rd ed. Crowell, 1940
a-i	BR	Modern Wonder Book of Knowledge. Norman Carlisle & others, eds. John C. Winston, 1949
s		Moore, Lilian. Child's first picture dictionary. Wonder books, 1948
s		Mott, Carolyn & Leo Bernard Barsden. Children's book on how to use books and libraries. Scribner, 1948
a		My bookhouse
i		Nelson complete encyclopedia
a-i	AD	New Century Dictionary. Emery & K.G. Brewster, eds. Appleton-Century-Crofts, 1952. 2 vol.
a-i	AD	New Funk & Wagnalls Encyclopedia. J.L.Morse, ed. Unicorn Pubs.Inc., 1949-50
i		New Human Interest Library. Book, Inc., 1944-52. 8 vol.
i		New International Encyclopedia
i		New International Yearbook. H.E.Vizetelly, ed. Funk & Wagnalls Co.
i		New Junior Classics. Mabel Williams & Marcia Dalphin, eds. P.F.Collier & Son Corp., 1949. 10 vol.
i		New Modern Encyclopedia. A.H.McDannald, ed., Wm.H.Wise & Co., 1933-1950
i		New Outline of Knowledge
i		New Standard Encyclopedia

R	T	
s		New Winston dictionary for children. Winston, 1953
s		New Winston dictionary for young people. Winston
i		New Wonder Book Cyclopedia of World Knowledge. International Press, 1954. 12 vol.
a-i	BR	New Wonder World. Geo.L.Shuman & Co., 1952
a		Oftedal & Jacob. My first dictionary. Grosset
a		Oxford Junior Encyclopedia
a-i	BR	Picturesque Tales of Progress
i		Popular educator library
s		Rand McNally & Co. Cosmopolitan World Atlas. new ed. Rand, 1955
a-i	BR	Richards Topical Encyclopedia. E.H.Wright & M.H.Wright, eds. The Richards Co., Inc., 1950. 15 vol.
i		School & Library Atlas of the World. Fred W.Foster, ed., Geographical Pub. Co., 1953
a		Scott. Picture dictionary for boys & girls. Garden City
s		Scripture, Eliz. & M.R.Greer. Find it yourself! 2nd rev.ed., H.W. Wilson, 1943
s		Sechrist, Elizabeth. Red letter days; a book of holiday customs. il. Guy Fry. Macrae Smith, 1940
s		Shankle, Geo.Earlie. State names, flags, seals, songs, birds, flowers and other symbols. 3rd ed.rev., Wilson, 1941
i		Standard International Encyclopedia. W.H.Hendelson, ed. Standard International Library, Inc., 1954. 20 vol.
a-i	AD	Story of our time. E.V.McLoughlin, ed. Grolier Society
a	HC	Subject Index to Children's Magazines
a		Thorndike Barnhart High School Dictionary
s	HC	Thorndike, E.L. & Barnhart, C.L. Thorndike-Barnhart Junior Dictionary. Scott Foresman, 1952
i		Volume Library. Educators Assoc.,Inc., 1911-1952
s	HC	Walpole, Ellen Wales. Golden Dictionary. Simon & Schuster, 1944
i		Watters. Picture dictionary for children
a		Webster, Noah. Webster's New Collegiate Dictionary. Merriam, 1951
s		Webster's Biographical Dictionary. Merriam, 1953
s	HC	Webster's Elementary Dictionary; a Merriam Webster. American Book,1953
a-i	AD	Webster's New World Dictionary of the American Language. World Pub.Co., 1951. 2 vol.
a		Webster's Student's Dictionary for upper school levels; a Merriam-Webster. American Book, 1953
i		Webster's Unified Dictionary & Encyclopedia. H.S.Stuttman Co., 1953
a-i	AD	Who's Who in America
i		Winston's Cumulative Looseleaf Encyclopedia & Dictionary
i		Wonderland of Knowledge. Wonderland of Knowledge Corp, 1952. 14 vol.
s	HC	World Almanac & Book of Facts. World Telegram,annual. (1952 or later)
a		World Almanac, 1945-1952
i		World Almanac, before 1945
i		World Biography
s	HC	World Book Encyclopedia. Field Enterprises, Inc. 1952-1959. 19 vol.
a		World Book Encyclopedia, 1945-1952
i		World Book Encyclopedia, before 1945
s		World Book Encyclopedia ann.sup. J.Morris Jones,ed.Field Enterprises,Inc.
i		World Home Reference Encyclopedia. Eugene J.Fisher, ed. Consolidated Book Pubs., 1951. 4 vol.
i		World Progress; Standard Quarterly Review. Standard Education Society
i		World Scope Encyclopedia. Universal Guild, Inc., 1955
a-i	AD	World Scope Encyclopedia Book of the Year. W.P.Hendelson, ed. Universal Educational Guild, 1949
i		World Topics. Wm.C.Cray, ed. United Educators Inc., quarterly
s	HC	Wright, Wendell William. Rainbow Dictionary. World Pub., 1947

CRITERIA FOR REFERENCE BOOKS

SUPERIOR	AVERAGE	INFERIOR
Authority Editor, contributors and publisher are made known and are of recognized authority Work has a plan and shows consistent editorial supervision **Format** Attractive general appearance; sturdy binding does not soil easily Illustrations of outstanding artistic quality; where needed, relevant maps, charts, etc. More copiously illustrated than adult work strong pages not easily torn nor wrinkled type clearly legible and well-spaced on page **Information** Scrupulously accurate and up-to-date. Where recency is important, as in encyclopedias, only a copyright or thorough revision date of 1952 or later can be considered superior marked by great variety & high interest to child presented in vocabulary suited to elementary level of understanding. Written clearly in non-technical language	The average reference book is an acceptable tool, but the attributes which the superior tool possesses to an outstanding degree are just adequately present in average one It is useful, but not exhaustive In some cases, it is more useful for browsing than for reference The copyright or revision date falls between 1945-1952 An adult reference book of high quality may be considered average in the children's collection if it supplements a superior elementary reference book	The inferior reference book lacks all or most of the attributes already mentioned Only a limited number of topics is covered Subjects are treated too briefly for usefulness With copyright date before 1945, material is out-of-date. Yearbooks do not compensate for this. Format is inferior; weak in maps, charts, illustrations Lacks index and/or bibliographies; insufficient cross-reference Arrangement is poor for easy reference volume is too bulky to be handled easily by the child vocabulary and presentation beyond the comprehension of average school child adult encyclopedias and other tools as the only reference tools in the collection must be considered inferior for elementary school use

SUPERIOR	AVERAGE	INFERIOR
Availability of information		
Copious cross-reference; information generally available without use of index		In general, sets of works (except encyclopedias). Literature especially is usually to be preferred in individual volumes
bibliographies designed to encourage further reading		
volumes (except for encyclopedias) available separately rather than in sets		

APPENDIX C

CHECKLIST AND CRITERIA FOR MAGAZINES

MAGAZINES

School ______________________ Code No. ________ Date ______________

Library Category ______

Symbols used: R = Rating: s = superior; a = average; i = inferior

As in other areas of evaluating the collection, the actual checking sheets provided space for recording titles found in classroom collections, central collections, and the school library.

R	
i	All-Star Comics
a	American Forest
a	American Boy - Open Road
s	American Girl. Girl Scouts of USA
a	American Home
a	American Junior Red Cross Journal
s	American Junior Red Cross News
a	American Magazine
a	Arizona Highways
a	The Aquarium
a	Audubon
a	The Beaver
a	Better Homes and Gardens
s	Boys' Life
a	Calling All Boys
i	Calling All Kids
a	Canadian Nature
s	Child Life
s	Children's Activities
a	Children's Digest
s	Children's playmate
a	Collins Magazine for Boys and Girls
i	Comics
a	Cornell Rural School Leaflets
a	Current Events
a	Deltagram
a	Earth and Sky
a	Field and Stream
a	Flying
a	Geographic School Bulletins
s	Highlights for Children
a	Holiday
a	Horn Book
s	Jack and Jill
a	Junior: The Modern Magazine for Boys and Girls
s	Junior Natural History
a	Junior Review
s	Junior Scholastic
a	Life
a	Look
a	McCalls
a	Model Airplane News
a	Model Railroader
i	Movie Magazines
s	My Weekly Reader

R	
a	National 4-H Club News
a	National Humane Review
s	National Geographic
s	Nature Magazine
a	Negro History Bulletin
a	Newstime
a	Newsweek
a	Open Road for Boys
a	Our Dogs
a	Outdoor Life
i	Photoplay
s	Plays
s	Popular Mechanics
a	Popular Photography
s	Popular Science
a	Radio and Television News
a	Read Magazine
a	Readers Digest
i	Real Heroes
a	Saturday Evening Post
a	School Musician
a	Science News Letter
a	Senior Prom
a	Seventeen
a	Skyways
a	Sport
i	Sports Stars
a	Stamps
s	Story Parade
a	This Week
a	Time
s	Today's Health
a	Travel
i	True Aviation
a	True Comics
a	Uncle Ray's Magazine
s	Wee Wisdom
i	Western Magazines
a	World News of the Week
a	World Youth
a	Young America
a	Young Citizen
a	Young Elizabethan
a	Young Men

(Record below the titles of any magazines provided by school which are not on above list.)

CRITERIA FOR CHILDREN'S MAGAZINES

SUPERIOR	AVERAGE	INFERIOR
	Format and Appearance	
Page size to satisfy child's enjoyment of ample picture space	Possess most of the features of the superior magazine but in an adequate not a high degree	Cheap format, with inferior paper, poor type and spacing
Easy to handle		Garish use of color and pictures which excite senses rather than develop artistic taste
Print that will not strain eyes either by size, indistinctness or spacing		Covers usually sensational, over-dramatic, make use of violence and/or poster-type art work
Simple direct illustrations that convey the action of story with feeling and vigor		
Inviting use of color and pictures that will cultivate good taste		
Cover not more juvenile in appeal than oldest reader for whom intended		
	Content	
Variety: short stories and poetry as well as fiction and activities	Exhibit tendency to use inferior works of well-known authors	Dependence upon situations which confuse the child's conception of actuality
Humor comprehensible to the child	Text lacks lasting appeal to children, makes greater use of over-sentimentality, over-simplification	Heavy dependence upon appeal through content of mass media
Stories written by authors with gift for appealing to children		Emphasis on excitement, action, elemental power, violence, rather than well-rounded human qualities abounding in good literature
Stories sensibly provocative of good living		
Features which hold interest without dependence on teasers, such as improbable accomplishment and lurid adventure		Greatest proportion of comics, westerns, and movie magazines fall in this level
Something personal for each child		

SUPERIOR	AVERAGE	INFERIOR
	Activities	
Clear division of age appeal in magazines for family use Things-to-do departments interesting to age with clear directions and inexpensive, easily available material	May exhibit the same features as superior magazines but to a less adequate extent or degree	Heavy dependence upon activities which appeal to more mature, super-sophisticated interests (in terms of elementary school children) Advertisements based on activities or interests which tend to excite or stimulate to violence or make use of dangerous materials

APPENDIX D

CHECKLIST AND CRITERIA FOR SUPPLEMENTARY TEXTBOOKS

SUPPLEMENTARY TEXTS

School ______________________ Code No. __________ Date ______________

Library Category ________

Symbols used: R = Rating: s = superior; a = average; i = inferior

As in other areas of evaluating the collection, the actual checking sheets provided space for recording titles found in classroom collections, central collections, and the school library.

R	
a	Adventures in Science. Carpenter, Bailey & others. Allyn & Bacon. 1952-59
i	Adventures in Science. Before 1952
	Alice and Jerry Reading Program. See: O'Donnell, M.
a	American Adventure series. Betts, Beals & others. Wheeler Pub.Co.
a	American Health series. Wilson & others. Bobbs Merrill. 1952-59
i	American Health series. Before 1952
a	Ames, M.M. and Ousley, O. Now and Then Stories. Webster
	Andress, Goldberger, etc. Safe and Healthy Living. See: Safe and Healthy Living
s	Atwood, W.W. and Thomas, H.G. Geographies. Ginn. 1954 (new ed.)
a	Atwood, W.W. and Thomas, H.G. Geographies. 1945-54
i	Atwood, W.W. and Thomas, H.G. Geographies. Before 1945.
i	Aviation Readers. Lent, H.B. & others. Macmillan
i	Bailey, B. The United States (Picture Story of each state) Whitman & Co.
a	Baker, C.S. Bobbs Merrill Readers. Bobbs Merrill
a	Baker, Baker & Reed. Curriculum Readers. Bobbs Merrill
a	Baldwin, J. Fairy Stories and Fables. American Book
a	Baldwin, J. Fifty Famous Stories Retold. American Book
a	Baldwin, J. Robinson Crusoe Retold. American Book
	Baruch, Bauer and others. Health and Personal Development Program; Curriculum Foundation series. See: Curriculum Foundation series
a	Battle, Florence. Jerry Books. Beckley-Cardy (Benefic Press)
a	Beals and Ballard. American Heroes series. Wagner (Harr) Pub.Co.
	Beauchamp and others. Basic Studies in Science. See: Curriculum Foundation series: Basic studies in science
	Betts, Beals and others. American Adventure series. See: American Adventure series
s	Betts & Welch. Betts Basic Readers. American Book
i	Books to Stretch On. Chuckle Stories. Row Peterson
	Buckley, White, etc. Road to Safety. See: Road to Safety. Am.Book
i	Burgess, T.W. Fifty Favorite Burgess Stories. Grosset
a	Carpenter, F. Around the World with Children. American Book
	Carpenter, Bailey & others. Adventures in Science: See: Adventures in Science
a	Chandler. Cowboy Sam. Benefic Press
a	Comfort, M.H. Children of Early America series. Benefic Press
s	Core Vocabulary Readers. Huber, M.B. and others. Macmillan
s	Cornwall, O.K. My Health Book series. Lyons, Carnahan & Co.
s	Coy, H. The First Book of Congress. Watts
s	Coy, H. The First Book of Presidents. Watts
a	Crabtree-Canfield Basic series. Crabtree, Walker and others. Univ.Pub.Co.
s	Craig. Science Today and Tomorrow. Ginn. 1952-59
a	Craig. Science Today and Tomorrow. Ginn. 1945-52
i	Craig. Science Today and Tomorrow. Ginn. Before 1945

R	
s	Cross, D. Music Stories for Boys and Girls. Ginn
s	Curriculum Foundation series. Baruch, Bauer & others. Health & Personal Development. Scott Foresman. 1952-59
a	Curriculum Foundatior series. Baruch, Bauer & others. Health & Personal Development. Scott Foresman. 1945-52
i	Curriculum Foundation series. Baruch, Bauer & others. Health & Personal Development. Scott Foresman. Before 1945
a	Curriculum Foundation series: Basic Studies in Science. Beauchamp & others. Scott Foresman. 1952-59
i	Curriculum Foundation series: Basic Studies in Science. Beauchamp & others. Scott Foresman. Before 1952
	Cutright and others. Macmillan Social Studies series (Living Together) See: Macmillan Social Studies series
s	Devereaux. America's Own Story. Wagner. 1954
a	Dolch, E.W. Animal stories in Basic Vocabulary. Garrard
a	Dolch. E.W. Folk Stories in Basic Vocabulary. Garrard
i	Dolch, E.W. "Why" Stories in Basic Vocabulary. Garrard
	Dowling and others. Understanding Science. See: Understanding Science
a	Driving the Reading Road. Spencer and others. Lyons, Carnahan & Co.
a	Easy Growth in Reading series. Hildreth & others. Winston
a	Eaton, Chase & Nevins. Leaders in Other Lands (History on the March series). D.C.Heath. 1952-59
i	Eaton, Chase & Nevins. Leaders in Other Lands (History on the March series). D.C.Heath. Before 1952
s	Elting, M. First Book of Baseball. Watts
s	Emerson, Chase & Nevins. Pioneer Children of America (History on the March series). D.C.Heath. 1955
a	Finding New Trails. Spencer, Fritschler,etc. Lyons,Carnahan & Co.
a	Exploring New Trails. Spencer, Fritschler,etc. Lyons,Carnahan & Co.
	Frasier and others. Singer Science series: We Wonder, etc. See: Singer Science series
a	Freeland and Adams. New Frontier Social Science series. Scribner. 1952-59
i	Freeland and Adams. New Frontier Social Science series. Scribner. Before 1952
a	Frissell and Friebels. Sports Readers. Macmillan
	Gates and others. Macmillan Readers. See: Macmillan Readers (1957)
s	Geography series (Life in: America, Europe, Other Lands). Seger, G.H. and others. 1952-59. Fideler
s	Ginn Basic Readers. Russell, Ousley & others. Primary, middle & upper grades programs. Ginn
s	Ginn Enrichment series. Ousley, Bulls, Gates & others. Ginn
a	Golden Road to Reading series. Hefferman & others. Sanborn
s	Gray, W.S. New Basic Reading Program. Scott Foresman
s	Gray and Artley. Reading for Independence series. Scott Foresman
s	Gray, Monroe, Artley. Basic Reading Program. Curriculum Foundation series. Scott Foresman
s	Greene, C. "I Want to be ___" series. Children's Press
a	Hallock, Allen & Thomas. Health for Brtter Living. Ginn. 1952-59
i	Hallock, Allen & Thomas. Health for Better Living. Ginn. Before 1952
a	Hamilton, E. First Book of Caves. Watts
	Hanna, Hoyt, Potter, etc. Scott Foresman Social Studies Program. See: Scott Foresman Social Studies Program
i	Hanna-Kohn. Cross-country. Scott Foresman
a	Heal, E. First Book of America. Watts
	Hefferman and others. Golden Road to Reading series. See: Golden Road to Reading series
	Hildreth and others. Easy Growth in Reading series. See: Easy Growth in Reading series

R
- -
i Huber, M.B. Skags, the Milk Horse. American Book
Huber, M.B. and others. Core Vocabulary Readers. See: Core Vocabulary Readers
Huber, Salisbury, etc. Wonder Book Stories. See: Wonder Book Stories
a Hughes, L. First Book of the West Indies. Watts
a Hunkins & Allen. Tales of the Prairies: Tepee Days. American Book
a Hunkins & Allen. Tales of the Prairies; Trapper Days. American Book
a Hunkins & Allen. Tales of the Prairies: Sod-house Days. American Book
a Hunnicutt & Gramba. Singer Social Science series. W.W.Singer. 1952-59
i Hunnicutt & Gramba. Singer Social Science series. W.W.Singer. Before 1952
a Irwin, Tuttle & DeKelver. Keeping Fit for Fun. Lyons,Carnahan & Co.
a Irwin, Tuttle & DeKelver. Awake and Away. Lyons,Carnahan & Co.
a Irwin, Tuttle & DeKelver. Growing Day by Day. Lyons,Carnahan & Co.
s Johnson & Jacobs. Treasury of Literature: Readtest series. Chas.E.Merrill
s Kelty, M.G. Life in Early America. Ginn
i Kinscella, H.G. Kinscella Readers. University Pub.Co.
s Kirkus, V. First Book of Gardening. Watts
Knox, Stone, Meister, etc. Wonderworld of Science. See: Wonderworld of Science
i Lands and Peoples Books (20 titles in TIP 1957). Holiday House
a Lansing, Chase & Nevins. Makers of the Americas (History on the March series). D.C.Heath. 1952-59
i Lansing, Chase & Nevins. Makers of the Americas (History on the March series). D.C.Heath. Before 1952
Leary, Reichert, etc. Time to Read series. See: Time to Read series
a Leavell, V.M. Friendly Hours. American Book
Lent, H.B. and others. Aviation Readers. See: Aviation Readers
Life in (America, Europe, etc.) Geography series. See: Geography series
a Lindman. M. Flicka, Ricka, Dicka series. Whitman
i Little Wonder Books. Charles E. Merrill (60 titles)
s Macmillan Readers (1957 series). Gates & others. Macmillan
a Macmillan Social Studies series (Living Together).Cutright & others. Macmillan. 1952-59
i Macmillan Social Studies series (Living Together). Macmillan. Before 1952
s Meister, Keirstad & Shoemaker. Wonderful World of Science. Ginn. 1952-59
a Meister, Keirstead & Shoemaker. Wonderful World of Science. Ginn. 1945-52
i Meister, Keirstead & Shoemaker. Wonderful World of Science. Ginn.Before 1945
Moore, C.B. and others. Scribner Social Studies series. See: Scribner Social Studies series
a Morris, R.B. First Book of the American Revolution. Watts
a McCall, E. Button Books, Benefic Press
s McGuire, E. Macmillan Elementary History series. Macmillan. 1952-59
a McGuire, E. Macmillan Elementary History series. Macmillan. 1945-52
i McGuire, E. Macmillan Elementary History series. Macmillan. Before 1945
McKee, Harrison, etc. Reading for Meaning. See: Reading for Meaning
Now and Then Stories. See: Ames, M.M. & Ousley, O.
s O'Donnell, M. Alice and Jerry Reading Program. Row Peterson
a O'Donnell, M. Happy Days. Row Peterson
a O'Donnell, M. Here and There. Row Peterson
O'Keefe and others. Winston Health series. See: Winston Health series
a Orr, Read, Frenseth. Reading Today. Scribner
a Otto, M.G. Pumpkin, Ginger and Spice. Holt
a Our Neighbors series. Smith & Sorenson, etc. Winston. 1952-59
i Our Neighbors series. Smith & Sorenson, etc. Winston. Before 1952
Ousley, Bulla, Gates & others. Ginn Enrichment series. See: Ginn Enrichment series

R

a Parker, B.M. Basic Science Education series unitext. Row Peterson. 1952-59
a Parker, B.M. Basic Science Education series. Row Peterson. 1945-52
i Parker, B.M. Basic Science Education series. Row Peterson. Before 1945
i Perkins, L.F. "Twin" series of Geographical & Historical Readers. Houghton
a Powers, S.R. Our World and Science. Ginn. 1941
a Pratt and Meigham. Read Another Story. Sanborn
a Price & Willcockson. Winston Social Studies series (Nancy's World; Tom's Town, etc.) Winston. 1952-59
i Price & Willcockson. Winston Social Studies series (Nancy's World; Tom's Town, etc.) Winston. Before 1952
a Primary Social Studies series. Beckley-Cardy. 1952-59
i Primary Social Studies series. Beckley-Cardy. Before 1952
a Prose and Poetry series: Firelight Book. L.W.Singer Co.
a Prose and Poetry series: Blue Sky. L.W.Singer Co.
a Prose and Poetry series: Sunshine Book. L.W.Singer Co.
a Prose and Poetry series: Emerald Book. L.W.Singer Co.
i Quinlan, M.B. Quinlan Reading Pictures. Allyn & Bacon
a Reading for Interest. Witty & others. D.C.Heath
a Reading for Meaning. McKee, Harrison, etc. Houghton Mifflin
a Road to Safety. Buckley, White, etc. American Book
Russell, Ousley, etc. Ginn Basic Readers. See: Ginn Basic Readers
a Safe and Healthy Living. Andress, Goldberger, etc. Ginn
a Schneider, Herman & Nina. Heath Elementary Science: Science for Work and Play. D.C.Heath. 1952-59
a Schneider, Herman & Nina. Heath Elementary Science: Science for Work and Play. D.C.Heath. 1945-52
i Schneider, Herman & Nina. Heath Elementary Science: Science for Work and Play. D.C.Heath. Before 1945
a Science for Modern Living series. Smith, Clark & others. Lippincott. 1952-59
i Science for Modern Living series. Smith, Clark & others. Lippincott. Before 1952
a Scott Foresman Social Studies Program. Hanna, Hott, Potter, etc. Scott Foresman. 1952-59
a Scott Foresman Social Studies Program. Hanna, Hott, Potter, etc. Scott Foresman. 1945-52
i Scott Foresman Social Studies Program. Hanna, Hott, Potter, etc. Scott Foresman. Before 1945
a Scribner Social Studies series. Moore, C.B. & others. Scribner. 1952-59
a Scribner Social Studies series. Moore, C.B. & others. Scribner. 1945-52
i Scribner Social Studies series. Moore, C.B. & others. Scribner. Before 1945
a Sheldon Basic Reading series. Sheldon, Mills & others. Allyn & Bacon
i Signature Series of American Biographies: "The Story of..." Vinton, Malkus, Nolan, Meadowcroft. Grosset
a Singer Science series: We Wonder, etc. Frasier & others. L.W.Singer.1952-59
i Singer Science series: We Wonder,etc.Frasier & others.L.W.Singer.Before 1952
Smith, Clark and others. Science for Modern Living series. See: Science for Modern Living series
a Smith, N.B. Learning to Read. Silver Burdett
Smith and Sorenson, etc. Our Neighbors series.See: Our Neighbors series
a Spencer. Progress on Reading Roads. Lyons,Carnahan & Co.
Spencer and others. Driving the Reading Road. See: Driving the Reading Road
Spencer,Fritschler,etc. Exploring New Trails.See: Exploring New Trails
Spencer, Fritschler,etc.Finding New Trails. See: Finding New Trails
Spencer,Fritschler,etc. Traveling New Trails.See: Traveling New Trails
i Stevenson,A. Children's Classics in Dramatic Form: Black Pearl. Houghton

R	
i	Stevenson,A. Children's Classics in Dramatic Form: Hole in the Dike. Houghton
i	Stevenson,A. Children's Classics in Dramatic Form: Indian Boy's Pet. Houghton
i	Stevenson,A. Children's Classics in Dramatic Form: Red Shoes. Houghton
i	Stevenson,A. Children's Classics in Dramatic Form: White Canoe. Houghton
a	Stevenson.A. Childhood of Famous Americans series. Bobbs Merrill
a	Thomas & Kelty. Heroes, Heroines, and Holidays. Ginn
s	Thurber, W.A. Exploring Science series. Allyn & Bacon. 1952-59
a	Thurber, W.A. Exploring Science series. Allyn & Bacon. 1945-52
i	Thurber, W.A. Exploring Science series. Allyn & Bacon. Before 1945
s	Tiegs-Adams Social Studies series. Ginn. 1952-59
a	Tiegs-Adams Social Studies series. Ginn. 1945-52
i	Tiegs-Adams Social Studies series. Ginn. Before 1945
a	Time to Read series. Leary, Reichert, etc. Lippincott
a	Tippett, J.S. Henry and the Garden. World Book
a	Tippett, J.S. Here and There with Henry. World Book
a	Tousey, S. Davy Crockett, Hero of the Alamo. Whitman
a	Tousey, S. A Pioneer Book series. Whitman
a	Tousey, S. Wild Bill Hickock, Frontier Marshall. Whitman
a	Townsend, H. Our America. Allyn & Bacon. 1952-59
i	Townsend, H. Our America. Allyn & Bacon. Before 1952
a	Traveling New Trails. Spencer,Fritschler,etc. Lyons,Carnahan & Co.
i	True Book series. Podendorf, Frisbey, etc. Children's Press
a	Understanding Science. Dowling and others. Winston. 1952-59
i	Understanding Science. Dowling and others. Winston. Before 1952
	Wilson and others. American Health series. See: American Health series
a	Winston Health series. O'Knefe & others. Winston. 1952-59
i	Winston Health series. O'keefe & others. Winston. Before 1952
	Witty a nd others. Reading for Interest. See: Reading for Interest
a	Wonder Book Stories. Huber, Salisbury, etc. Row Peterson
a	Wonderworld of Science. Knox, Stone, Meister, etc. Scribner. 1952-59
i	Wonderworld of Science. Knox, Stone, Meister, etc. Scribner. Before 1952
a	Yoakam, Hester & Abney. Laidlaw Readers. Laidlaw

CRITERIA FOR SUPPLEMENTARY TEXTBOOKS

SUPERIOR supplementary text has these characteristics to an outstanding degree	AVERAGE supplementary text has generally acceptable characteristics, but not outstanding qualities	INFERIOR supplementary text has undesirable characteristics
1. a very high interest content	content of some interest and appeal	lack of interest and challenge
2. a controlled vocabulary pitched slightly below the level of the basal reader in use at the time	vocabulary not carefully controlled	,no vocabulary control
3. great variety in subject span	some variety in subject span	an approach slanted toward some not-generally accepted system of teaching reading
4. an outstandingly attractive format	an appearance that lacks eye-catching appeal	dull or poor format
5. a copyright date after 1950*	copyright date between 1940-50*	copyright date before 1940*
6. a connecting link between the basal reader and the curriculum subjects	only incidental tie-in with the curriculum	no relation to the curriculum
7. up-to-date, challenging ideas but easily mastered readability	ideas with little challenge; readability acceptable	no new or challenging ideas; readability difficult enough to discourage reader, or too easy to develop his ability
8. adaptable to an individualized program	adaptable for group work	useful only as a class text

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*This arbitrary division of copyright dates was made for the following reasons: 1) publishers have made many changes and improvements in supplementary readers since 1950, and 2) each decade marks a new generation of readers; many old publications become out-dated in illustrations, examples used, idiom, and ideas.

APPENDIX E

ACTIVITIES CHECKLIST - FORM T

LIBRARY ACTIVITIES CHECKLIST - FORM T

INSTRUCTIONS TO TEACHERS

On the following pages is a list of activities which you may carry on in connection with the library services which are available in your school. This list has been developed to measure the relationship between the provision of the activities and the kind of library services to which children have access in the elementary school. These activities are presented in three sections as follows:

I. Library Activities with Children
II. Instruction in the Use of the Library
III. Library Activities with School Personnel

For the first two groups of activities, we would appreciate your consideration of the following aspects:

A. Is there some provision made for this activity for your pupils?
B. Who provides for or directs this activity?
C. How often does this activity occur for the children in your classroom?

For the third group of activities, these same questions will be asked in terms of the kinds of provisions made for you as a classroom teacher to utilize the services the library materials and personnel can provide.

In all cases indicate your answer by placing an X in the appropriate column. Please answer from the point of view of what you know to be provided for your pupils. It is perfectly possible that there might be two answers to a question; for example, an activity may be directed by both the teacher and the librarian. Please note change in column headings when you begin each new section. IF YOUR RESPONSE IN THE FIRST COLUMN IS "NO" TO ANY ONE OF THE LISTED ACTIVITIES, PLEASE DO NOT ANSWER ANY OF THE OTHER QUESTIONS REGARDING THAT ACTIVITY.

We would appreciate any comments which you may care to add on the last page of the questionnaire.

Thank you very much for your cooperation in responding to this checklist.

Mary V. Gaver
Director of the Project

LIBRARY ACTIVITIES CHECKLIST - FORM T

DIRECTIONS TO TEACHERS

On the following pages is a list of activities which you may carry on in connection with the library services which are available in your school. This list has been developed to measure the relationship between the provision of the activities and the kind of library services to which children have access in the elementary school. These activities are presented in three sections as follows:

I. Library Activities with Children
II. Instruction in the Use of the Library
III. Library Activities with School Personnel

For the first two groups of activities, we would appreciate your consideration of the following aspects:

1. Is there some provision made for this activity for your pupils?
2. Who provides for or directs this activity?
3. How often does this activity occur for the children in your classroom?

For the third group of activities, these same questions will be asked in terms of the kinds of provisions made for you as a classroom teacher to utilize the services the library materials and programs can provide.

In all cases indicate your answer by placing an X in the appropriate columns. Please answer from the point of view of what you know to be provided for your pupils. It is perfectly possible that there might be two answers to a question; for example, an activity may be directed by both the teacher and the librarian. Please note change in column headings when you begin each new section. IF YOUR RESPONSE IN THE FIRST COLUMN IS "NO" TO ANY ONE OF THE LISTED ACTIVITIES, PLEASE DO NOT ANSWER ANY OF THE OTHER QUESTIONS REGARDING THAT ACTIVITY.

We would appreciate any comments which you may wish to add on the last page of the questionnaire.

Thank you very much for your cooperation in responding to this checklist.

Mary V. Gaver
Director of the Project

SECTION I. LIBRARY ACTIVITIES WITH CHILDREN - FORM T

	1.		2.				3.						
	Is this activity provided for your students?		Who is responsible for directing this activity?				About how often do your pupils participate in this activity?						
							Times per week						
	Yes	No	Classroom Teacher	School Librarian	Other School Personnel	Out-of-School Community Members	Daily	3-4	1-2	Monthly	Once a Semester	Once a Year	As Needed
Example: Story-telling is done by: —adults	X		X	X		X				X			
—pupils	X		X								X		
School newspaper publicizes: —library activities	X												X
Time is provided for free readings													
Time is provided for the use of materials: —kept in the school library													
—kept in the classroom collections													
Adults maintain records of types of pupil reading: —voluntary (free) reading													
—curriculum-related reading													
Pupils maintain records of types of their reading: —voluntary (free) reading													
—curriculum-related reading													
Special observance is made of: —Book Week													
—Spring Book Week													
—National Library Week													
Book fair is held													
Reading aloud to pupils is done by: —adults													
—pupils													

SECTION I. LIBRARY ACTIVITIES-WITH CHILDREN - FORM T

	1.		2.				3.						
	Is this activity provided for your students?		Who is responsible for directing this activity?				About how often do your pupils participate in this activity?						
							Times per week						
	Yes	No	Classroom Teacher	School Librarian	Other School Personnel	Out-of-School Community Members	Daily	3-4	1-2	Monthly	Once a Semester	Once a Year	As Needed
Story-telling is done by:													
—adults													
—pupils													
Booklists and bookmarks are available to:													
—pupils													
—teachers													
Booklists are prepared by:													
—pupils													
—adults													
Guidance in reading is given to the individual pupil through:													
—conferences													
—provision of individualized reading lists													
—assistance in location of library materials													
—assistance in selection of library materials													
Library materials are used for teaching of individualized reading													
Field trips are made to the public library													
Discussion is held with pupils about:													
—history of books and libraries													
—authors and illustrators													
—how books are made													
—reading pupils have done													

SECTION I. LIBRARY ACTIVITIES WITH CHILDREN - FORM T

	1.		2.				3.							
	Is this activity provided for your students?		Who is responsible for directing this activity?				About how often do your pupils participate in this activity?							
							Times per week							
	Yes	No	Classroom Teacher	School Librarian	Other School Personnel	Out-of-School Community Members	Daily	3-4	1-2	Monthly	Once a Semester	Once a Year	As Needed
Pupil reading clubs are organized													
Book games, puzzles, quizzes, contests are scheduled													
Dramatization based on reading occurs as													
--pantomime													
--puppet show													
--skits													
--choral reading													
Pupils' work based on their reading includes:													
--creative writing													
--art work:													
--posters													
--book jackets													
--book illustrations													
--bulletin boards													
--displays and exhibits													
--book talks, reports, reviews													
Work of adults based on pupil reading includes:													
--art work:													
--posters													
--book illustrations													
--charts													
--bulletin boards													
--displays and exhibits													
--book talks, reports, reviews													

SECTION I. LIBRARY ACTIVITIES WITH CHILDREN - FORM T

	1.		2.				3.						
	Is this activity provided for your students?		Who is responsible for directing this activity?				About how often do your pupils participate in this activity?						
							Times per week						
	Yes	No	Classroom Teacher	School Librarian	Other School Personnel	Out-of-School Community Members	Daily	3-4	1-2	Monthly	Once a Semester	Once a Year	As Needed
School newspaper publicizes:													
--library activities													
--new books													
Audio-visual aids used in the library program are:													
--films													
--filmstrips													
--recordings													
--radio programs													
--opaque projector													
--chart racks													
--flannel board													
Speakers invited to talk about books and libraries include:													
--author													
--illustrator													
--school librarian													
--public librarian													
--other community members													
Pupil library assistants													
--process library materials													
--handle circulation routines													
--create displays and exhibits													
--act as messengers													
--assist in selection of materials													
--for classroom use													
--for purchase by the school													
--are given recognition for service													

SECTION I. LIBRARY ACTIVITIES WITH CHILDREN - FORM T

	1.		2.				3.						
	Is this activity provided for your students?		Who is responsible for directing this activity?				About how often do your pupils participate in this activity?						
							Times per week						
	Yes	No	Classroom Teacher	School Librarian	Other School Personnel	Out-of-School Community Members	Daily	3-4	1-2	Monthly	Once a Semester	Once a Year	As Needed
*Summer vacation reading program for pupils: —classroom collections are available for pupils													
—school library materials are available for pupils													
—school library materials circulate to pupils													
—guidance in improving reading is available to pupils													

*Indicate how frequently this activity occurs during summer vacation when the program is in operation.

SECTION II. INSTRUCTION IN THE USE OF THE LIBRARY - FORM T

	1. Is this activity provided for your students?		2. Who is responsible for directing this activity?				3. About how often do your pupils participate in this activity?						
							Times per week						
	Yes	No	Classroom Teacher	School Librarian	Other School Personnel	Out-of-School Community Members	Daily	3-4	1-2	Monthly	Once a Semester	Once a Year	As Needed
Instruction in the use of available library resources is given to pupils													
Characteristics of instruction offered to pupils in use of library resources:													
—planned													
—continued													
—followed-up													
—evaluated													
—records kept													
New pupils are oriented to the library													
Use of reference books and tools is taught													
—to individual pupils													
—to small groups of pupils													
—to class groups													
Instruction in the following is given:													
—library manners													
—care and handling of books													
—responsibility for materials													
—circulation routines													
—types of books:													
—fiction													
—non-fiction													
—biography													
—fairy tales and folklore													
—"easy" books													
—arrangement of materials in the library													

	1.		2.				3.						
	Is this activity provided for your students?		Who is responsible for directing this activity?				About how often do your pupils participate in this activity?						
							Times per week						
	Yes	No	Classroom Teacher	School Librarian	Other School Personnel	Out-of-School Community Members	Daily	3-4	1-2	Monthly	Once a Semester	Once a Year	As Needed
(Continued)													
—use of shelf headings													
—parts of books:													
—author													
—title													
—table of contents													
—index													
—illustrators													
—side and running heads													
—alphabet													
—in locating books on shelves													
—in using card catalog													
—in using encyclopedia, dictionary, index													
—use of:													
—unabridged dictionary													
—encyclopedia													
—card catalog													
—cross-references													
—analytics													
—Dewey decimal system													
—vertical file													
—picture file													
—indexes													
—almanacs													
—atlas													
—biographical dictionary													

SECTION II. INSTRUCTION IN THE USE OF THE LIBRARY - FORM T

	1.		2.				3.						
	Is this activity provided for your students?		Who is responsible for directing this activity?				About how often do your pupils participate in this activity?						
							Times per week						
	Yes	No	Classroom Teacher	School Librarian	Other School Personnel	Out-of-School Community Members	Daily	3-4	1-2	Monthly	Once a Semester	Once a Year	As Needed
(Continued) --magazines: --single issues													
--bound magazines													
--newspapers													
--periodical indexes													
--quotation books													
--Children's Catalog													
--maps													
--charts and graphs													
--audio-visual materials													
--different editions of same title													
--how to: --browse													
--select a book													
--make a bibliography													
--make a reading record													
--take notes													
--outline													
--write a book review or report													
--scan													

SECTION III. LIBRARY ACTIVITIES WITH SCHOOL PERSONNEL - FORM T

	1.		2.				3.						
	Is this activity provided for you?		Who is responsible for directing this activity?				About how often does this activity occur?						
							Times per week						
	Yes	No	Classroom Teacher	School Librarian	Other School Personnel	Out-of-School Community Members	Daily	3-4	1-2	Monthly	Once a Semester	Once a Year	As Needed
School personnel are informed about the library program and materials through:													
—booklists and bibliographies													
—conferences													
—bulletin boards													
—social activities sponsored by the library													
—exhibits													
—book talks, reviews													
—reports of library program and needs													
—orientation to library program													
—guidance in location of materials													
—notification of new materials													
—recommendation of materials													
—provision of materials of personal or professional interest													
—teacher participation in the library during class visits													
—in-service training in the use of library materials													
Cooperative planning for use of library materials is carried on with:													
—school librarian													
—public librarian													
—teachers													
—other school personnel													

SECTION III. LIBRARY ACTIVITIES WITH SCHOOL PERSONNEL - FORM T

	1.		2.				3.						
	Is this activity provided for you?		Who is responsible for directing this activity?				About how often does this activity occur?						
			Classroom Teacher	School Librarian	Other School Personnel	Out-of-School Community Members	Times per week			Monthly	Once a Semester	Once a Year	As Needed
							Daily	3-4	1-2				
Cooperative planning for teaching of library skills is carried on with: --school librarian													
--public librarian													
--teachers													
--other school personnel													
Responsibility for the library program is assumed through: --presenting library needs and services in: --faculty meetings													
--faculty committees													
--curriculum planning groups													
--keeping informed about classroom activities and library needs by: --visiting classrooms													
--conferring with teachers													
--tending to library materials through:													
--fund management													
--order preparation													
--record maintenance													
--purchase recommendation													
--selection													
--evaluation													
--discard and elimination													E-xi

SECTION III. LIBRARY ACTIVITIES WITH SCHOOL PERSONNEL - FORM T

	1.		2.				3.						
	Is this activity provided for you?		Who is responsible for directing this activity?				About how often does this activity occur?						
							Times per week						
	Yes	No	Classroom Teacher	School Librarian	Other School Personnel	Out-of-School Community Members	Daily	3-4	1-2	Monthly	Once a Semester	Once a Year	As Needed
Professional materials are available: —books in the fields of: ——general education													
——psychology													
——child growth and development													
——curriculum													
——special education													
—education periodicals													
—curriculum guides													
—reports on research in education													

APPENDIX F

LIBRARY ACTIVITIES CHECKLIST - FORM SA

LIBRARY ACTIVITIES CHECKLIST - FORM SA

DIRECTIONS TO SUPERVISORS AND ADMINISTRATORS

On the following pages is a list of activities which you may carry on in connection with the library services which are available in your school. This list has been developed to measure the relationship between the provision of the activities and the kind of library services to which children have access in the elementary school. These activities are presented in five sections as follows:

I. Library Activities with Children
II. Instruction in the Use of the Library
III. Library Activities with School Personnel
IV. Activities Relating to Library Materials
V. Library Activities of Parents

For the first four groups of activities, we would appreciate your consideration of the following aspects:

1. Is this activity carried on in your school?
2. Who provides for or directs this activity?
3. In what grades does this activity occur?

Questions (1) and (2) are similar for all five sections; however, Section V, relating to the methods of maintaining public relations used by the school, assumes that parents of all children, regardless of grade placement, may participate in any of the activities carried on. If any of these activities are to make a basic contribution to the public relations program, frequency of occurrence is a factor. This is the rationale for the special question in Section V which asks how often an activity takes place.

In all cases indicate your answer by placing an X in the appropriate columns. Please answer from the point of view of what you know to be provided for your pupils. It is perfectly possible that there might be two answers to a question; for example, an activity may be directed by both the teacher and the librarian. Please note change in column headings when you begin each new section. IF YOUR RESPONSE IN THE FIRST COLUMN IS "NO" TO ANY ONE OF THE LISTED ACTIVITIES, PLEASE DO NOT ANSWER ANY OF THE OTHER QUESTIONS REGARDING THAT ACTIVITY.

We would appreciate any comments which you may wish to add on the last page of the questionnaire.

Thank you very much for your cooperation in responding to this checklist.

Mary V. Gaver
Director of the Project

For purposes of condensing the report and its accompanying forms, Form SA is not presented in checklist form. The aspects of each topic to be checked by the administrator or supervisor are listed below in outline form. After them are listed the activities to be checked. The format of Form SA is otherwise exactly like that of Form T.

ASPECTS to be checked for Form SA

Sections I through IV

1. Is this activity provided in your school?
   Yes No
2. Who is responsible for directing this activity?
   School Librarian? Classroom Teacher? Other school personnel?
   Public Librarian? Other?
3. In what grades does this activity occur?
   K 1 2 3 4 5 6 All grades

Section V

1. Is this activity provided in your school?
   Yes No
2. Who is responsible for directing this activity?
   School Librarian? Classroom Teacher? Other school personnel?
   Public Librarian? Other?
3. About how often does this activity occur?
   Times per week Daily 3 - 4 1 - 2
   Monthly
   Once a semester
   Once a year
   As needed

ACTIVITIES to be checked for Form SA

Section I. Library Activities with Children

Time is provided for free reading
Time is provided for the use of materials:
- kept in the school library
- kept in the classroom collections

Adults maintain records of types of pupil reading:
- voluntary (free) reading
- curriculum-related reading

Pupils maintain records of types of their reading:
- voluntary (free) reading
- curriculum-related reading

Special observance is made of:
- Book Week
- Spring Book Week
- National Library Week

Book fair is held

Reading aloud to pupils is done by:
- adults
- pupils

Story-telling is done by:
- adults
- pupils

Booklists and bookmarks are available to:
- pupils
- teachers

Booklists are prepared by:
- pupils
- adults

Guidance in reading is given to the individual pupil through:
- conferences
- provision of individualized reading lists
- assistance in location of library materials
- assistance in selection of library materials

Library materials are used for teaching of individualized reading

Field trips are made to the public library

Discussion is held with pupils about:
- history of books and libraries
- authors and illustrators
- how books are made
- reading pupils have done

Pupil reading clubs are organized

Book games, puzzles, quizzes, contests are scheduled

Dramatization based on reading occurs as:
- pantomime
- puppet show
- skits
- choral reading

Pupils' work based on their reading includes:
- creative writing
- art work
  - posters
  - book jackets
  - book illustrations
- bulletin boards
- displays and exhibits
- book talks, reports, reviews

Work of adults based on pupil reading includes:
- art work
  - posters
  - book illustrations
  - charts
- bulletin boards
- displays and exhibits
- book talks, reports, reviews

School newspaper publicizes:
- library activities
- new books

Audio-visual aids used in the library program are:
- films
- filmstrips
- recordings
- radio programs
- opaque projector

- chart racks
- flannel board

Speakers invited to talk about books and libraries include:
- author
- illustrator
- school librarian
- public librarian
- other community members

Pupil library assistants
- process library materials
- handle circulation routines
- create displays and exhibits
- act as messengers
- assist in selection of materials
  - for classroom use
  - for purchase by the school
- are given recognition for service

*Summer vacation reading program for pupils:
- classroom collections are available for pupils
- school library materials are available for pupils
- school library materials circulate to pupils
- guidance in improving reading is available to pupils

*Indicate how frequently this activity occurs during summer vacation when the program is in operation

Section II. Instruction in the Use of the Library

Instruction in the use of available library resources is given to pupils

Characteristics of instruction offered to pupils in use of library resources:
- planned
- continued
- followed-up
- evaluated
- records kept

New pupils are oriented to the library

Use of reference books and tools is taught to:
- individual pupils
- small groups of pupils
- class groups

Instruction in the following is given:
- library manners
- care and handling of books
- responsibility for materials
- circulation routines
- types of books:
  - fiction
  - non-fiction
  - biography
  - fairy tales and folklore
  - "easy" books
- arrangement of materials in the library
- use of shelf headings
- parts of books:
  - author
  - title
  - table of contents

    - index
    - illustrators
    - side and running heads
- alphabet:
    - in locating books on shelves
    - in using card catalog
    - in using encyclopedia, dictionary, index
- use of:
    - unabridged dictionary
    - encyclopedia
    - card catalog
    - cross-references
    - analytics
    - Dewey decimal system
    - vertical file
    - picture file
    - indexes
    - almanacs
    - atlas
    - biographical dictionary
    - magazines:
        - single issues
        - bound magazines
    - newspapers
    - periodical indexes
    - quotation books
    - Children's Catalog
    - maps
    - charts and graphs
    - audio-visual materials
- different editions of same title
- how to:
    - browse
    - select a book
    - make a bibliography
    - make a reading record
    - take notes
    - outline
    - write a book review or report
    - scan

Section III. Library Activities with School Personnel

School personnel are informed about the library program and materials through:

- booklists and bibliographies
- conferences
- bulletin boards
- social activities sponsored by the library
- exhibits
- book talks, reviews
- reports of library program and needs
- orientation to library program
- guidance in location of materials
- notification of new materials
- recommendation of materials
- provision of materials of personal or professional interest
- teaching participation in the library during class visits
- in-service training in the use of library materials

Cooperative planning for use of library materials is carried on with:
- school librarian
- public librarian
- teachers
- other school personnel

Cooperative planning for teaching of library skills is carried on with:
- school librarian
- public librarian
- teachers
- other school personnel

Responsibility for the library program is assumed through:
- presenting library needs and services in:
    - faculty meetings
    - faculty committees
    - curriculum planning groups
- keeping informed about classroom activities and library needs by:
    - visiting classrooms
    - conferring with teachers
- tending to library materials through:
    - fund management
    - order preparation
    - record maintenance
    - purchase recommendation
    - selection
    - evaluation
    - discard and elimination

Professional materials are available:
- books in the fields of:
    - general education
    - psychology
    - child growth and development
    - curriculum
    - special education
- education periodicals
- curriculum guides
- reports on research in education

Section IV. Activities Relating to Library Materials

Provision is made for library materials which are:
- for the pupil:
    - curriculum-related
    - non-curriculum-related
- for the teacher:
    - curriculum-related
    - non-curriculum-related

Library materials are organized for use:
- classified
- cataloged
- shelf-listed
- processed
- shelved for reader's convenience
- may be reserved for special projects

Library materials are kept up-to-date by:
- continuous addition of new material
- mending or repair of damaged materials
- replacement of worn-out or obsolete materials
- discard of worn-out or obsolete materials

Library materials circulate for home use to:
- pupils
- teachers
- parents

For the individualized reading program use is made of materials kept in:
- the library
- the classroom

Library materials provided are:
- books (not text-books or readers)
- pamphlets
- magazines
- newspapers
- clippings
- flat pictures
- phonograph recordings
- tape recordings
- maps
- globes
- exhibits
- films
- filmstrips
- slides
- charts
- community resource file
- models
- audio-visual equipment
  - screens
  - projectors
  - phonograph
  - tape recorder
  - opaque projector

Special collections of library materials are available for:
- mentally handicapped children
- gifted children
- classroom projects
- teacher use
- parent use
- pupil use

Collections of library materials in classrooms are:
- selected for specific needs
- available in classrooms as long as needed
- altered during the school year

Library materials (in addition to those owned by the school) are available to the school from:
- other schools
- community library resources

Section V. Library Activities of Parents

Parent volunteers work in the school library

Parents participate in the library program by:
- tending to library materials:
  - selecting
  - ordering
  - processing
  - cataloging
  - mending and repairing

- filing catalog cards
- typing
- clerical routines
- planning of book fair
- staffing of book fair

Parents provide financial support for library program

Parents work to secure trained school librarian

Parents are informed about children's books through:

- conferences
- booklists
- exhibits
- parent-teacher meetings
- talks to parent groups
- newspaper articles
- book fair

Parents are informed about children's reading through:

- conferences with parents
- letters to parents
- talks to parent groups
- meetings
- exhibits
- book fairs
- booklists

Parent-education materials are available:

- books
- pamphlets
- booklists on special topics
- films

APPENDIX G

LIBRARY ACTIVITIES CHECKLIST - FORM L

LIBRARY ACTIVITIES CHECKLIST - FORM L

DIRECTIONS TO LIBRARIANS

On the following pages is a list of activities which you may carry on in connection with the library services which are available in your school. This list has been developed to measure the relationship between the provision of the activities and the kind of library services to which children have access in the elementary school. These activities are presented in five sections as follows:

I. Library Activities with Children
II. Instruction in the Use of the Library
III. Library Activities with School Personnel
IV. Library Activities of Parents
V. Activities Relating to Library Materials

For each of these sections, we would appreciate your consideration of the following aspects:

1. Is the activity carried on in your school?
2. Who provides for or directs this activity?
3. About how often does this activity occur?

For all sections, the first two questions listed above will appear in the checklist in the same manner, but the information requested by question (3) requires greater detail for the first two sections, where activities directly involve the children in the school. In the last three sections of the checklist, we ask for the frequency of the activity for the school as a whole; but the subheadings in column (3) for Sections I and II provide space for you to indicate how often an activity occurs in each grade. Please follow these directions in filling in this information:

1. Use numbers to indicate frequency of occurrence.
2. Use letters to indicate appropriate time divisions, as follows:

W = week	S = semester
M = month	Y = year

Thus an activity that occurs twice a week for fifth graders will be noted 2/W under the "5" appearing below the third principal heading in Sections I and II; an activity occurring once a month for a certain grade would be indicated 1/M, etc. See examples appearing on Page 1 of the checklist form.

3. If an activity occurs at the same frequency for all children in the school, the above symbols may be used under the subheading "All Grades."

4. Any activity carried on irregularly or as it is needed for any grade or for the school as a whole may be marked with an X in the appropriate column.

It is hoped that this method will provide an opportunity for you to indicate the depth and scope of your services for the children.

In all other cases, indicate your answer by placing an X in the appropriate columns. Please answer from the point of view of what you know to be provided for your pupils. It is perfectly possible that there might be two answers to a question; for example, an activity may be directed by both the teacher and the librarian. Please note change in column headings when you begin each new section. IF YOUR RESPONSE IN THE FIRST COLUMN IS "NO" TO ANY ONE OF THE LISTED ACTIVITIES, PLEASE DO NOT ANSWER ANY OF THE OTHER QUESTIONS REGARDING THAT ACTIVITY.

We would appreciate any comments which you may wish to add on the last page of the questionnaire.

Thank you very much for your cooperation in responding to this checklist.

Mary V. Gaver
Director of the Project

For purposes of condensing the report and its accompanying forms, Form L is not presented in checklist form, nor are the activities listed at all. Exactly the same activities were checked in Form L as in Form SA except that the order was as follows:

I. Library Activities with Children
II. Instruction in the Use of the Library
III. Library Activities with School Personnel
IV. Library Activities of Parents
V. Activities Relating to Library Materials

The questions to be answered by the librarians were as follows:

Sections I and II

1. Is this activity carried on in your school?
   Yes No

2. Who is responsible for directing this activity?
   School librarian? Classroom teacher? Other school personnel?
   Public librarian? Other

3. About how often in each of these grades does this activity occur?
   K 1 2 3 4 5 6 All grades

Sections III through V

1. Is this activity carried on in your school?
   Yes No

2. Who is responsible for directing this activity?
   School librarian? Classroom teacher? Other school personnel?
   Public librarian? Other?

3. About how often does this activity occur?
   Times per week Daily 3 - 4 1 - 2
   Monthly
   Once a semester
   Once a year
   As needed

Please refer back to Form SA (Appendix F) if you wish to check for specific activities.

APPENDIX H

ACCESSIBILITY RATING SCALE

ACCESSIBILITY RATING SCALE

This scale is intended to provide an evaluation of accessibility of materials for the use of children and teachers in elementary schools, as provided in three different ways -- by classroom collections alone, by a centralized collection, and by a school library. In the cases of a centralized collection and a school library, there may or may not be classroom collections in addition. The checklist sections are intended to present a picture of the kind of provision made for services and facilities in the aspect specified. Each evaluation section is intended to provide a qualitative judgment on the provisions made in each school. The Scale is to be filled out by the following groups: teachers of participating schools, including school librarians where provided; principals of participating schools; and, in addition, by a "jury of experts" which will visit each school for this purpose. Please read the Definitions and Directions carefully before starting to fill out the identification, checklist, and evaluation sections.

Definitions:

1. Classroom collection: A semi-permanent or temporary collection of books deposited in a classroom by a public or school library or by a bookmobile, and/or a teacher-built collection kept permanently in the classroom.

2. Centralized collection: A "transitional model" such as a central collection administered by a teacher in addition to teaching duties or by a PTA member.

3. School library: An organized central collection of books and other materials, broad in variety and content, housed in a room in a school for the use of students and teachers and under the direction of a librarian.

4. Materials: Used in this scale to refer primarily to printed materials, such as supplementary readers, trade books, magazines, and encyclopedias.

5. Accessibility: The extent to which library materials and services of educational significance are easy to obtain. Factors to be considered are:
   (1) closeness of library materials to point of use in both time and space;
   (2) subject coverage and range of levels of difficulty of materials;
   (3) classification and organization of materials; and
   (4) flexibility of the program of activities or services carried out by faculty and librarian.

Directions: In each "checklist" section mark with an X the one statement which most nearly describes the situation in your school. Note that you may mark only one statement in each checklist; you must therefore choose the one statement which most nearly fits your situation, even though your actual set-up may present some variation from the statement you check.

For each "Evaluation" section, use the following ratings:

- 0 - provision is not made at all
- 1 - provision is made but is not satisfactory
- 2 - provision is adequate for most classrooms (or children)
- 3 - provision is adequate for all classrooms (or children)
- 4 - provision is superior

If you are a classroom teacher, your checking and evaluation should be on the basis of provision for your children in your classroom alone. However, if you are a person with school-wide responsibility, then your responses should be in terms of all classrooms or all children.

Identification

Kind of provision for materials: (Check the type of library provision which best fits your school)

____ Classroom collections only
____ Centralized collection
____ School library

If you checked "Centralized collection" or "School library" above, please answer the following:

Do you also have materials in your classroom(s)? Yes ____ No ____

Position of rater: (Check one)

Teacher ______ Grade ______; Librarian ______;

Principal ______; Other (fill in) ______________________

CHECKLIST

1. Financial support

Funds are provided by the school board for the purchase of supplementary textbooks and for "library books" for the use of teachers and pupils.

____ A. No funds or other support (such as regular loans from county or public library) are provided for regular purchase of materials.

____ B. Only funds from such sources as PTA, or deposits by county or public library, are available.

____ C. Funds are allotted by the school board but on no set basis.

____ D. Funds are regularly allotted by the school board for each classroom teacher, or on a per pupil basis.* Total amount available is no more than $1.00 per pupil per year.

____ E. Funds are regularly allotted by the school board for each classroom teacher, or on a per pupil basis.* Total amount available is more than $1.00 but not more than #2.50 per pupil per year.

____ F. Funds are regularly allotted by the school board for each classroom teacher, or on a per pupil basis.* Total amount available is more than $2.50 per pupil per year.

*These may or may not be supplemented from other sources such as PTA, public library deposits, etc.

Evaluation

____ A. To what extent does the school board accept financial responsibility for this purpose?

____ B. How adequate is the total amount of money available for this purpose?

II. Selection Procedure

A procedure has been established for the selection and purchase of materials needed for the use of teachers and pupils.

_____A. No provision has been made for a selection procedure.

_____B. The principal selects all materials bought for the school.

_____C. Each teacher selects for her own classroom collection only.

_____D. A faculty committee and/or one person coordinates the orders for all titles selected by each teacher.

_____E. The librarian is responsible with the help of teachers for building the collection to meet the needs of the school.

Evaluation:

_____A. How adequately does the procedure provide for participation in the selection process?

_____B. To what extent does the procedure avoid undue duplication of material between classrooms?

III. Provision of Physical Facilities (Fill out both parts 1 and 2 below)

Adequate housing is provided for materials for use in the school.

1. Classroom Collections

_____A. No provision is made in classrooms for shelving or storage of materials for either teacher or pupil use.

_____B. Shelves are provided in each classroom adequate for at least 25 to 50 books.

_____C. Shelving (as above) plus a table and chairs for a "library corner" for children are provided in each classroom.

_____D. In addition to above, space such as a filing cabinet or special shelving is also provided for materials for teacher use only.

2. Central Collection or School Library

_____A. No physical provision is made for a central set-up for a collection of materials.

_____B. A central storage room is provided for shelving materials; access as a rule is limited to teachers.

_____C. A central room for library purposes has been provided with shelves for books and some tables and chairs (check this item if seating capacity is 20 or less).

_____D. The central room can adequately seat the average class in the school.

_____E. The central room provides seating space for the average class plus six or more children with special interests or assignments.

Evaluation:

_____A. How adequate are the physical facilities for materials in classrooms?

_____B. How adequate are the physical facilities for materials in a centralized room or school library?

IV. Organization of materials (fill out both parts 1 and 2 below)

Materials are organized for easy use by teachers and pupils by a recognized system that makes possible the learning of skills applicable in other situations (as in public or high school libraries).

1. Classroom collections

____A. No system of organization (i.e. arrangement and cataloging) of materials has been set up.

____B. Each teacher determines how materials in her classroom collection shall be arranged.

____C. A central file of materials for classroom use is maintained (e.g. in principal's office or school library).

____D. Materials in classrooms are cataloged and classified by recognized library procedures.

2. Centralized collection or school library

____A. No organization of materials in a central collection has been carried out.

____B. Materials have been classified and marked with call numbers (but not cataloged).

____C. A simple card catalog has been established, but books are not classified (i.e. not marked on spine with call numbers).

____D. A simple card catalog has been established, with author and title cards only, and books are classified and marked on spine with call numbers.

____E. The central collection has been fully organized by recognized library procedures (i.e. classified and cataloged with author, title, and subject cards).

Evaluation:

____A. To what extent can all materials acquired for use in classrooms be identified and located?

____B. How adequate is the cataloging and classification of materials in the central collection?

V. Circulation of materials (fill out both parts 1 and 2 below)

Provision is made for easy use of materials by children and teachers within the school building and at home.

1. Classroom collections

____A. No provision is made for children to take materials home for reading or consultation there.

____B. Each classroom operates as a "self-contained unit" with students borrowing for home use only from the materials in their own classrooms.

____C. Materials in most classrooms may be freely used or inter-changed among classrooms.

____D. Materials in most classrooms may be freely borrowed for use at home.

2. Central collection or school library

____A. Borrowing of materials by children is not permitted or has not been provided for.

____B. Borrowing of materials by children for home use is permitted but not encouraged.

____C. Arrangements are made whereby children may regularly and easily secure materials for home and class use.

____D. The central collection is so set up as to serve as a clearing house for circulation of materials to home and to classroom.

Evaluation:

____A. How easy is it for all children and teachers to obtain materials for use within the school?

____B. How easy is it for all children and teachers to obtain materials for use at home?

VI. Nature of materials available (fill out all sections, but note special directions for part 3)

A broad range of materials is available to the school as a whole and to each classroom, to meet the needs of all children.

1. In classrooms

____A. No materials are available in classrooms other than textbooks and supplementary readers.

____B. A collection of books is provided for each classroom, in addition to textbooks and readers, but it is smaller than 1½ books per pupil.

____C. A collection of books is provided, in addition to textbooks and readers, and it contains more than 1½ books per pupil.

____D. Each classroom has access to a central collection (such as a school, public, or county library) from which classroom collections may be refreshed once or twice a year.

____E. Each classroom has access to a central collection (such as a school, public, or county library) from which classroom collections may be refreshed as frequently as desired (at least once every six weeks).

2. Central collection or school library

____A. No central collection has been provided.

____B. A central collection of less than 4 volumes per pupil has been set up.

____C. A central collection of 4 to 8 volumes per pupil has been set up.

____D. A central collection of more than 8 volumes per pupil has been set up.

____E. In addition to the book materials (as in D above) the central collection includes audio-visual materials for child and teacher use (such as film strips, flat pictures, recordings, etc.).

Note: this item may be checked only if it is true in addition to item D above.

3. Community Resources

To be filled out by classroom teachers only:

____A. No resources are provided in the community which can be used for enrichment of teaching by children and teachers (e.g. a county or local public library).

____B. There is a county or public library but you do not know what is available there or it is too inaccessible for you to make use of it.

____C. You use such resources occasionally (once or twice a year).

____D. You use such resources regularly (as often as once a month).

To be filled out by Principal and/or school librarian:

____A. No resources are provided in the community which can be used for enrichment of teaching (e.g. a county or local public library).

____B. Such resources exist but most teachers are unaware of them or they are so inaccessible or weak as to be virtually useless.

____C. Some teachers (25 to 40 per cent) make regular and consistent use of out-of-school resources.

____D. Most teachers (at least 75 per cent) make regular and consistent use of out-of-school resources.

4. Total school resources

____A. The total resources provided (by school and community) allow very limited choice of subject matter to children in a given grade.

____B. Materials are restricted almost entirely to those for children reading at grade level, with little range above and below grade level.

____C. Materials are varied enough in subject matter and difficulty so that at least 50 per cent of children in each grade have a range of choice.

____D. The materials are so varied in level and content that all children in the school have easy access to a wide range of choice.

Evaluation:

____A. How adequate are materials within the school in range of difficulty?

____B. How adequate are materials within the school in coverage of subject matter?

____C. How easily can teachers secure a flow of materials from community resources for enrichment of classroom needs?

____D. How adequately do the total resources of school and community enrich the curriculum of this school and the needs of the children?

VII. Provision of Personnel

Personnel with special qualifications in the field of instructional materials is provided to select and organize materials, and provide a program of services.

____A. No one has been provided with specific responsibility for this task.

____B. Volunteer personnel is provided to give part-time supervision to this task (such as parent help or teacher or curriculum supervisor assigned in addition to teaching duties).

____C. Paid personnel is provided (i.e. library personnel) to supervise the library for no more than 1 to 2 days per week (or equivalent in hours).

____D. Paid personnel is provided to supervise the library 3 to 4 days per week.

____E. Paid personnel is provided to supervise the library full-time in this school.

Evaluation:

____A. How adequate is the provision of personnel for provision of a program of services for the children and teachers of this school?

VIII. General Evaluation (Note: These ratings should reflect your judgment on the situation as a whole, not any one factor. If you are a classroom teacher, you will still judge on the basis of your own classroom; others, on a school-wide basis.)

____A. To what extent are materials provided in the school?

____B. How adequate are the provisions for accessibility of materials to all teachers in the school?

____C. How adequate are the provisions for accessibility of materials to all children in the school?

____D.* To what extent are materials available being used?

---

*Applied only by the jury of experts.

APPENDIX I

LIBRARY SKILLS TEST

HOW MUCH DO YOU KNOW ABOUT USING BOOKS AND LIBRARIES?

Instructions: Read the directions on the test sheet carefully, and follow them exactly. For each test question, mark your choice for the correct answer on the answer sheet only. Cross out with a heavy black X the letter which is the same as the one appearing before the best answer to the question on the test sheet. There is only one correct answer for each question.

PART 1

Example Question: When you are preparing a class report in the library, you should start work by using the
- A. dictionary
- B. card catalog
- C. encyclopedia
- D. book preface
- E. pamphlet file

Answer: A ~~B~~ C D E

* *

Question

1. When you wish to use a very large book, you should
   - *A. use two hands to carry it to a table
   - B. ask a friend to help you carry it
   - C. slide it off the shelf and use it on the floor
   - D. make a space on the shelf and open it there
2. The Newbery Medal Books are owned by most libraries because
   - A. they are named for a famous author who liked children
   - *B. each won the award as a distinguished book
   - C. they are written by famous historians
   - D. libraries get them free
3. A bibliography is
   - A. a collection of articles
   - *B. a list of books
   - C. the life story of a person
   - D. a list of words
4. The most important use of the index in a book is to direct you to the page or pages for
   - A. chapter titles
   - B. certain illustrations
   - *C. discussion of short topics
   - D. certain charts or diagrams
5. Mark the one item below which you would not expect to find on the title page of a book:
   - A. publisher
   - B. author
   - C. illustrator
   - D. title
   - *E. copyright
6. The best way to scan, or quickly examine, an information book to decide whether it will help you is to look over
   - A. the latest copyright date and the preface
   - B. the copyright date and list of illustrations
   - *C. the title page and the Table of Contents
   - D. the main headings in the Table of Contents and Index
   - E. none of these

7. The section of text at the end of some books which contains material not absolutely necessary to the main portion is called
    - *A. appendix
    - B. end paper
    - C. table of contents
    - D. Errata
    - E. afterthought

8. The index is most important in
    - A. a fiction book
    - B. a fairy tale book
    - *C. a geography book
    - D. an arithmetic book

9. The part of a book which includes the author, title, and publisher is the
    - A. table of contents
    - *B. title page
    - C. preface
    - D. frontispiece

10. Which one of the following things is never indicated in a book?
    - A. The date of the information in the book
    - B. What the book is about
    - C. Why the book was written
    - *D. How long it will take to read the book

11. The call number has been called the "key" to the library. In which place below will you be sure to find this key written?
    - A. On the 50th page of each book in the library
    - *B. On the card in the catalog
    - C. On each shelf of the book stacks
    - D. On your library pass

12. The main purpose of the call number is to
    - A. call for the book
    - *B. tell where the book belongs in the library
    - C. provide a code number for the librarian
    - D. tell when the book is out

13. Books of fiction are arranged alphabetically on the shelves according to
    - A. title
    - B. color
    - *C. author
    - D. size

14. Biographies are shelved alphabetically according to
    - A. title
    - *B. person written about
    - C. author
    - D. size

15. The classification number on a book is the symbol of
    - *A. the subject
    - B. the title
    - C. the price
    - D. the author
    - E. the grade

16. A true book about animals should be in which of the following classes?
A. 800's
*B. 500's
C. 900's
D. 200's

17. To look up a book called The Story of Men, Ants and Elephants in the card catalog, look under
A. The
*B. Story
C. Men
D. Ants
E. Elephants

18. The card catalog gives 925 as the call number for Microbe Hunters. The "D"
D
in this number stands for the first letter of
A. the publisher
B. the subject
*C. the author's last name
D. the type of literature

19. If a catalog card has the top line printed in capital (or red) letters, that means the book is
*A. about that subject
B. by that person
C. known by that title
D. published by that company

20. The biographies of living people only are listed in
A. Who Was Who in America
*B. Who's Who in America
C. World Almanac
D. Junior Book of Authors

21. The articles in World Book Encyclopedia and Compton's Pictured Encyclopedia are arranged
A. in the order in which things happened
*B. alphabetically by subject
C. in the order of importance of subjects
D. with related topics placed together
E. none of these

22. The articles in reference sets such as Book of Knowledge and Our Wonderful World are arranged
A. in the order in which things happened
B. alphabetically by subject
C. in the order of importance of subjects
*D. with related topics placed together
E. none of these

23. The main purpose of bibliographies in reference books is to
A. refer you to other sections of the book
B. give you the biography of an author
*C. provide a list of books for you to use
D. provide a glossary

24. The names and locations of important rivers, mountains and oceans can be found in
A. atlases
B. geography books
C. almanacs
*D. all of the above

25. Cross references in an encyclopedia refer you to
A. useful reference books
*B. other articles on topics related to the one you are reading
C. other encyclopedias
D. other articles on the same topic
E. all of the above

26. When listing the items in a bibliography for a report, you should arrange them according to
*A. author
B. year of publication
C. publisher
D. date they were read

27. A bibliography of references you used for a report helps you to
A. keep a record of class notes
*B. show the source of information you used
C. make notes for a summary of the report
D. outline the report

28. A class comes to the library to prepare reports about the history of Thanksgiving. Which of these four ways is likely to locate the best material most quickly?
A. Browsing through the library shelves numbered 300 to 400
*B. Going first to the card catalog to look up Thanksgiving
C. Looking through the November issues of magazines
D. Consulting the index of an American history textbook

29. In a book report about the story Vinny Applegay, you want to recommend other books by the author, Elizabeth Vining. You would try to find other titles in
A. an encyclopedia
B. your textbook for Language Arts
C. a magazine index
*D. the card catalog

30. The teacher has told the class that, when they write up their reports, they must tell what source material they used. Which pupil will be able to identify his material the quickest?
A. Pupil A wrote down the author's name and title of each book
B. Pupil B wrote author, title, publisher and date for each
*C. Pupil C wrote author, title, publisher and page numbers
D. Pupil D copied everything on the title page and the page numbers as well

31. A list of words with definitions or pronunciations, arranged alphabetically and found at the end of a book, is called the
A. table of contents
B. index
*C. glossary
D. appendix

PART 2

In PART 2 you must answer questions in sets of two or more, as indicated in the example given below.

Example Directions: Your class is preparing reports on Abraham Lincoln. Which of the following books should you use first to answer the two following questions?

- A. a biographical dictionary
- B. the card catalog
- C. your Social Studies textbook

Question 1. A brief account of the life of Lincoln's son Robert

Question 2. The author of Henry's Lincoln, a new book in your library

Answer 1: [✓ A] B C D E

Answer 2: A [✓ B] C D E

* *

Directions: Questions 32 through 34. This sample table of contents was taken from a book about Austria. Answer the following questions by referring to it.

AUSTRIA, by George and Viola Hoffman

TABLE OF CONTENTS

Chapter		Page
I	The Land	13
II	The People	30
III	Cities of Austria	64
IV	Natural Resources and Industry	72
V	Arts and Crafts	105
VI	Festivals and Customs	117
VII	Sports	125

Question

32. To find the population of Austria, look in Chapter
    - A. I
    - *B. II
    - C. III
    - D. VI

33. Names of famous Austrian painters might be found in Chapter
    - A. II
    - B. III
    - *C. V
    - D. VII

34. For information about Christmas celebrations in Austria, look in Chapter
    - A. II
    - B. IV
    - C. V
    - *D. VI

Directions: Questions 35 through 39. The next five questions have call numbers of five books. In what order would you find them on a library shelf? Work out the answers for the whole group together: mark the "A" answer for the one which would come first on the shelf, the "N for the next and the "C" for the next, and so on.

35. 623.8 T — B

36. 793 M — D

37. 537 J — A

38. 793.7 H — E

39. 623.8 Z — C

Directions: Questions 40 through 43. The following is a section taken from a book by Coffman entitled Austria. Answer the following four questions by referring to it.

Page numbers preceded by "p." refer to pictures

agriculture, 18-21; 39-48
  fruits, 42, 44; p. 44; map 40
  grain, 42-44; p. 39; map 42
  grazing, 44-59; p. 46-48; map 40
crafts, 113-115; p. 55, 114-115
Danube River, 57, 63; map 12
fruit. See agriculture
handicrafts. See crafts
sports, 125-131; p. 125-131
  ice skating, 128
  skiing, 125-126; p. 125-127
Schoenbrunn Palace, 109; p. 63, 111; map 60

40. For a map of Schoenbrunn Palace you would look on page
   - *A. 60
   - B. 63
   - C. 109
   - D. 114

41. How many pages show pictures of skiing?
   - A. 1
   - B. 2
   - *C. 3
   - D. 6

42. There is a picture of Schoenbrunn Palace on page
   - A. 60
   - *B. 63
   - C. 109
   - D. 110

43. Information about handicrafts begins on what page?
   - *A. 113
   - B. 114
   - C. 115
   - 4. 127

Directions: Questions 44 through 46. Answer the following three questions from the sample catalog card:

591.5 WHALES
A
Andrews, Roy Chapman 1884-
All about whales. Random House
1954

44. This card represents
    A. an author card
    *B. a subject card
    C. a title card
    D. a book about Random House

45. The book was published in
    A. 591.5
    B. 1884
    *C. 1954
    D. date is not given

46. The title of the book is
    A. Whales
    B. Andrews, Roy Chapman
    *C. All about whales
    D. Random House

Directions: Questions 47 through 50.* For the next four questions, imagine you are using a card catalog with drawers labelled as follows:

A - Bo	La - No
Br - Dh	Ny - Qu
Di - Ge	Ra - Th
Gh - Ky	Ti - Zy

47. In which drawer would you look for a book about Robert Louis Stevenson?
    A. br - Dh
    B. Di - Ge
    C. Gh - Ky
    *D. Ra - Th
    E. None of those mentioned

48. In which drawer would you look to find the call numbers of several stories about Thanksgiving?
    A. Br - Dh
    B. Gh - Ky
    *C. Ra - Th
    D. Ti - Zy
    E. None of those mentioned

*In the original test all questions in one block appear on one page.

49. In which drawer would you look for a biography of Sam Houston?
   A. A - Bo
   *B. Gh - Ky
   C. Ny - Qu
   D. Ti - Zy
   E. None of those mentioned

50. In which drawer would you look to find out what fairy stories the library has?
   A. Br - Dh
   *B. Di - Ge
   C. La - No
   D. Ra - Th
   E. None of those mentioned

Directions: Questions 51 through 53. Here is a list of the top lines of ten cards in the card catalog, printed and arranged just as they are in the catalog. Use the headings you see in this list to answer the following three questions.

BIOGRAPHY
Carroll, Lewis, pseud.
CARROLL, LEWIS, pseud.
Cereal. See GRAIN
CHRISTMAS
CHRISTMAS STORIES
Christmas treasure
GRAIN
HOLIDAYS. See also special holidays

51. To find everything the library has about Christmas look under
   A. CHRISTMAS
   B. HOLIDAYS
   C. CHRISTMAS STORIES
   *D. all of these headings

52. To find a biography of Lewis Carroll, look under
   A. Lewis
   *B. CARROLL
   C. Carroll
   D. BIOGRAPHY

53. To find a book about cereal, look under
   A. Cereal
   *B. GRAIN
   C. Neither of these

Directions: Questions 54 through 56.* These guide words appear at the top of pages in World Book Encyclopedia. Answer the following three questions by referring to them.

Fever	524	Fiat money
Fiber	525	Fiber
Fiber Glass	526	Fiction
Forum	703	Forum, Roman
Fosdick, Harry Emerson	704	Fossil
Fossil	707	Foster, Stephen Collins

On what page will each of the following topics be found?

*In the original test all questions in one block appear on one page.

54. Sam Walter Foss
A. 524
B. 703
*C. 704
D. 707

55. William Few
*A. 524
B. 526
C. 704
D. 707

56. Mineral fibers
A. 524
B. 525
*C. 526
D. 703

Directions: Questions 57 through 60. Here are three words as they appear in the dictionary. Answer the next four questions by using the information given.

E gypt (ē′ jĭpt), a country in the northeastern part of Africa. n. 3.

ma lign (ma-līn′), 1. evil, injurious. 2. speak evil of; slander. 3. hateful; malicious. adj., v.t. 10.

mau so le um (mâ-sō-lē′ um), a large, magnificent tomb. n. 14.

57. Which word rhymes with "malign"?
A. machine
B. reign
C. rein
*D. mine

58. How would you divide the first two syllables of the word "mausoleum"?
A. ma
B. maus
*C. mau
D. mausol

59. What part of speech is the word "Egypt"?
A. adjective
B. adverb
*C. noun
D. pronoun

60. How many meanings are given for the word "malign"?
A. One
B. Two
*C. Three
D. Ten

Directions: Questions 61 through 64. The list below contains the headings of sections from a long article in an encyclopedia. Each heading has been numbered to help you answer the four questions which follow. For each question, choose the number of the heading where you would look for the information and mark the letter for that answer. If the right heading is not among the answers, mark the letter for "none of these."

NEW JERSEY, THE GARDEN STATE

(1) The Land and Its Resources
(2) Rivers and Lakes
(3) Climate
(4) Natural Resources
(5) The People
(6) Manufactures
(7) Agriculture
(8) Minerals
(9) Transportation
(10) Press, Radio and Television

61. Under which heading would you look first to find information on the kinds of factories located in New Jersey?
A. (2)
B. (3)
*C. (6)
D. (8)
E. None of these

62. The kind of weather which people have in New Jersey would be found under which heading?
A. (1)
*B. (3)
C. (4)
D. (5)
E. None of these

63. Where would you find information about the nationalities of the people in New Jersey?
A. (2)
*B. (5)
C. (7)
D. (10)
E. None of these

64. Under which heading would you look first to find the most information on copper mining in New Jersey?
A. (1)
B. (4)
C. (6)
*D. (8)
E. None of these

Directions: Questions 65 through 67. The information requested in the next three questions can be found in the three kinds of reference books listed below. For each question, mark the letter which shows the kind of book in which you would be most likely to find the answer. Mark the "D" if the information can be found in none of them.

A. An encyclopedia
B. An unabridged dictionary
C. An atlas
D. None of these

65. An account of attempts to climb Mt. Everest in the Himalayas. A

66. Location of the Watchung Mountains on a map. C

67. How to pronounce "Himalayas." B

Directions: Questions 68 through 70. A class which is studying satellites can use any of the following references in the library. For each question mark the letter of the reference which would give the most help or the best answer.

A. An encyclopedia
B. The card catalog
C. A science textbook
D. A magazine index
E. A science-fiction book

68. What is the origin of the name Jupiter? A

69. Where can you find the most up-to-date information about man-made satellites? D

70. What books in the library might include additional material on satellites? B

Directions: Questions 71 through 75. The answer to each of the next five questions would probably be found in one of the references listed below. For each question, mark the letter of the book which you would use to look up the answer.

A. National Geographic Magazine Index
B. World Almanac
C. Index to Poetry and Recitations
D. Who's Who in America
E. None of these

71. What are the names of the U.S. presidents and their wives? B

72. Find the first line of a rhyme by Eugene Field. C

73. Give the population of New York City at the latest census. B

74. Where was the President of the United States born? D

75. Where could you find a reference to an illustrated article about the Tulip Festival in Michigan? A

Directions: Questions 76 through 80. Below is a rêference to a magazine article, taken from an index for magazines. Answer questions 76 through 80 after reading the item carefully.

> BASEBALL
> Your temper can ruin us! J. Robinson. il. Look 19:78+
> F 22 '55
> see also
> Little leagues

76. The year of the magazine referred to is
    - *A. 1955
    - B. 1922
    - C. 1978
    - D. none of these

77. The plus sign means that the article is
    - A. continued on page 79
    - *B. continued in the back of the magazine
    - C. 78 pages long
    - D. 22 pages 1 ong
    - E. 100 pages long

78. Additional articles can be found under
    - A. Leagues
    - B. Look
    - *C. Little leagues
    - D. All of these
    - E. None of these

79. The abbreviation "il." means
    - A. the author is illustrious
    - B. the magazine is illuminated
    - *C. the article is illustrated
    - D. the magazine was issued in 1949

80. The title of the article is
    - A. BASEBALL
    - B. Look
    - *C. Your temper can ruin us!
    - D. Little leagues

APPENDIX J

SAMPLE PAGES FROM "MY READING NOTEBOOK"

MY READING NOTEBOOK

NAME ______________________ SCHOOL ______________________

MY READING NOTEBOOK

This notebook is designed to provide a record of all your reading for the next few months. We are trying to find out what boys and girls are reading today. Will you help us by being book testers? The notebook has been provided as a convenient way for you to list each book, magazine, and comic book that you read.

Directions

On pages 2 through 9 record all books or parts of books you read. On pages 10 and 11 list the magazines; use pages 12 through 16 for listing titles of the comic books you read. If you need extra sheets, your teacher will provide them.

BOOKS — For the books write the date on which you are making the record; probably your teacher will remind you to do this once each week. Then write in the author's last name, the title, the number of pages in the book, and the number of pages read. We do not want you to list your textbook reading or encyclopedia articles.

We do, however, want to know how well you liked the book and where you got it. The "Key to Symbols" given below will tell you how to fill out these squares.

The first two lines on page 2 are filled in as examples. On the first line is a book you reported on September 10, containing 60 pages (approximately); you read about half of it and enjoyed the parts you read. You got it from your school library. On the same day you reported another book of about 300 pages; you read all of this, thought it was one of the best books you had read, and got it from home.

MAGAZINES — For the magazines write the date of reporting, the title of the magazine, how frequently you read it, and where you got it. "Regularly" means that you make a point to read every issue of it; "Occasionally" means that you read it now and then; "Seldom" means perhaps only once or twice a year.

COMIC BOOKS — For the comic books give only the date reported, the title, and where you got it.

Key to Symbols

How well did you like it?

0	You did not like it
1	Neither liked nor disliked it
2	Enjoyed parts of it
3	Liked the entire book or magazine
4	One of the best you ever read

Where did you get it?

PL	Public Library
SL	School Library
CC	Classroom Collection
F	Borrowed or traded from a friend
H	Home (or Bought)

CREDITS
"COVER DRAWING BY GENEVIEVE FOSTER;
COURTESY OF THE CHILDREN'S BOOK COUNCIL,INC."
PRINTING BY: PARKER OFFSET,NEW BRUNSWICK,N.J.

MY READING NOTEBOOK

BOOKS

Date Reported	Author	Title	How many pages in the book?	How many pages did you read?	Liking					Where did you get it?				
					0	1	2	3	4	PL	SL	CC	F	H

MY READING NOTEBOOK

MAGAZINES

Date Reported	Magazine	How often do you read it?			Where did you get it?				
		Seldom	Occasionally	Regularly	PL	SL	CC	F	H

COMICS

Date Reported	Title	Where did you get it?				
		PL	SL	CC	F	H

APPENDIX K

SELECTION FROM "GUIDE FOR RATING OF BOOKS REPORTED READ BY SIXTH GRADE CHILDREN IN SIX EXPERIMENTAL SCHOOLS"

SELECTION FROM "GUIDE FOR RATING OF BOOKS REPORTED READ BY SIXTH GRADE CHILDREN IN SIX EXPERIMENTAL SCHOOLS"

September 15 through December 20, 1960

Note: This list is an arbitrary selection of alphabetical blocks and is intended to report the rating assigned by the project staff for all titles within these blocks. The titles included in each block represent all titles (which could be identified and rated) reported by the children, for the authors whose names fall within the following blocks:

Bakeless through Beust
Kaler through Lang
Salten through Slobodkin
Van Riper through Wilder

It is believed that this selection represents all types of books reported by the children, typical ratings assigned by the project staff, and a means by which the reader may check for specific titles in which he is interested. The list given here represents 13.6 per cent of the total list which consists of 2,576 titles.

Author and Title	Literary Form	Interest Area	Reading Level	Concept Level
Bakeless, Fighting frontiersman	Biog	Pioneers	7+	3
Baker, Family that grew & grew	Fict	Family	3-5	2
Baker, Green poodles	Fict	Dogs	3-5	2
Baker, House on the river	Fict	Family	3-5	1
Baker, Juan Ponce de Leon	Biog	Explorers	4-8	2
Baker, Necessary Nellie	Fict	Dogs	2-4	1
Baker, Nellie Bly	Biog	Adventure	5-8	2
Baker, Nickles and dimes	Biog	Careers	4-7	2
Baker, Peter the great	Biog	History	7-9	3
Balch, Indian paint	Fict	Horses	5-8	2
Balch, Wild horse tamer	Fict	Horses	5-7	2
Baldwin, Story of Roland	Stories	Heroism	6-10	3
Balet, Ned and Ed and the lion	Fict	Animals	2-4	1
Ball, Wilderness teacher	Fict	Adventure	6-9	3
Bannerman, Little Black Sambo	Fict	Humor	1-3	1
Banning, Pit Pony	Fict	Horses	5-7	2
Bannon, Nemo meets the emperor	Fict	Boys	3-5	1
Bard, Best friends	Fict	Girls	4-6	2
Barker, Winter-sleeping wildlife	Fact	Animals	4-8	2
Barksdale, The first Thanksgiving	Fact	Holidays	2-5	1
Barnes, The wonderful year	Fict	Children	4-6	2
Barnett, Ghost-town mystery	Fict	Mystery	3-5	1
Barnett, World of science	Fact	Science	6-9	2
Barnum, Motorcycle dog	Fict	Dogs	K-3	1
Barr, Epitaph for an enemy	Fict	Battles	Adult	3
Barr, Research ideas for young scientists	Fact	Science	6-10	3
Barrett, Songberd's grove	Fict	Children	5-6	3
Barrie, Peter Pan in Kensington Gardens (retold)	Fict	Fantasy	3-5	1
Barringer, And the waters prevailed	Fict	Archaeology	7-9	3
Barrington, Jan the Dutch barge boy	Fict	Holland	3-5	1
Barton, Spanish review	Fact	Information	Jr HS	3
Bass, Stories of early times in the great west	Stories	Pioneers	4-6	1
Batchelor, Cap for Mul Chand	Fict	Asia	3-5	1

Author and Title	Literary Form	Interest Area	Reading Level	Concept Level
Bauer, Water riches or ruin	Fact	Science	2-6	1
Bauer & Peyser, Music thro the ages	Fact	Music	7-10	3
Baum, [all "Oz" titles]	Fict	Fantasy	3-6	1
Baumann, Caves of the great hunters	Fact	Archaeology	6-10	3
Baumann, Jackie the pit pony	Fict	Horses	3-6	1
Baumer, West Point moulder of men	Fact	Careers	Jr HS	2
Beals, Story of Moby Dick	Fict	Adventure	3-5	2
Beals, Three musketeers	Fict	Adventure	3-5	2
Beals, Treasure Island	Fict	Adventure	3-5	1
Bebenroth, Meriwether Lewis	Biog	Pioneers	3-6	1
Bechdolt, Oliver becomes a weatherman	Fact	Weather	3-5	1
Becker, Chimp in the family	Fict	Pets	4-6	2
Beckhardt, Story of Dwight D. Eisenhower	Biog	Heroism	4-6	2
Bee, Fourth down [and others in series]	Fict	Sports	4-6	1
Beecher, Roy Rogers & Cobcy Toby	Fict	West	2-4	1
Beeler, Experiments in chemistry	Fact	Science	5-8	2
Beeler, Experiments with atomics	Fact	Atoms	6	3
Beeler, Experiments with electricity	Fact	Electricity	5-9	2
Beeler, More experiments in science	Fact	Science	5-7	2
Beim, Blue Jeans	Fict	Family	4-6	1
Beim, Carol's side of the street	Fict	Children	4-6	2
Beim, Just plain Maggie	Fict	Girls	4-6	2
Beim, Rocky's road	Fict	School	4-6	2
Beim, Thin ice	Fict	Boys	2-4	1
Beim, Vote for Dick	Fict	Growing	5-7	2
Beim, With Dad alone	Fict	Family	4-6	2
Beldon, Star dust	Fict	Girls	4-6	2
Bell, Kit Carson Mountain Man	Biog	Pioneers	5-7	2
Bell, Pawnee	Fict	Dolls	2-4	1
Bell, Snow	Fact	Weather	5-7	2
Be nary-Isbert, Blue Mystery	Fict	Fantasy	6-8	2
Benary-Isbert, Wicked enchantment	Fict	Fantasy	5-7	2
Bendick, First book of airplanes	Fact	Aeronautics	1-3	1
Bendick, First book of automobiles	Fact	Autos	2-4	1
Bendick, Space travel	Fact	Space	4-7	2
Benet, Young Edgar Allen Poe	Biog	Authors	7-9	3
Benjamin, Make way for a sailor	Fict	Growing	4-6	1
Bennett, Little witch	Fict	Fantasy	3-6	2
Benson, Junior miss	Fict,	Girls	7-9	3
Benson, Story of gods & heroes	Stories	Myths	7-9	3
Bentel, Program for Christine	Fict	Girls	7-9	3
Bergaust, Rockets around the world	Fact	Rockets	5-8	2
Berlitz, Berlitz self-teaching Russian	Fact	Information	Adult	3
Berres, The pearl divers	Fict	Adventure	4-6	2
Beston, The firelight fairy book	Stories	Fantasy	4-6	2
Bethers, The story of rivers	Fact	Geography	4-6	2
Betts et al, Alex Majors	Stories	Sports	3-5	1
Betts et al, Adventure now and then	Stories	Adventure	6	2
Betts et al, Buffalo Bill	Stories	West	3-5	1
Betts et al, Chief Black Hawk	Stories	Indians	3-5	1
Betts et al, Daniel Boone	Biog	Pioneers	6	2
Betts et al, Davy Crockett	Biog	Pioneers	3-5	1
Betts et al, Friday the Arapaho	Fict	Indians	2-4	1
Betts et al, Fur trappers of the West	Stories	West	3-5	2

Author and Title	Literary Form	Interest Area	Reading Level	Concept Level
Betts et al, John Paul Jones	Biog	Sea	4-6	2
Betts et al, Kit Carson	Stories	West	3-5	1
Betts et al, Pilot Jack Knight	Stories	Aeronautics	3-5	1
Betts et al, Portagee Phillips	Stories	Indians	2-4	1
Betts et al, Squanto and the Pilgrims	Stories	Indians	2-4	1
Betts et al, Wild Bill Hickock	Biog	West	4-6	1
Beust, American background	Stories	History	5-8	2
Beust, Fun and fantasy	Stories	Fantasy	5-8	2
Beust, Man and his world	Stories	Nature	5-8	2
Beust, Mostly magic	Stories	Fantasy	K-4	1
Kaler, Toby Tyler	Fict	Circus	5-7	2
Kalmenoff, Book about cats	Fact	Pets	2-5	1
Kantor, Gettysburg	Fact	Civil war	6-9	3
Kantor, Lee and Grant ...	Fact	Civil war	6-9	2
Kantor, Lobo	Fict	Dogs	7-9	2
Karasz, Twelve days of Christmas	Poetry	Holidays	All ages	2
Karolyi, Summer to remember	Fict	Switzerland	4-6	2
Kastner, Don Quixote	Fict	Adventure	3-6	1
Keating, Junior miler	Fict	Sports	7-9	2
Keene, [all Carolyn Keene stories]	Fict	Mystery	4-6	1
Keliher, Library workers	Fact	Hobbies	5-7	2
Kelly, Beaver trail	Fict	History	6-9	2
Kelly, Lincoln and Douglas	Biog	History	4-6	2
Kelsey, I give you my colt	Fict	Horses	4-6	2
Kent, He went with Marco Polo	Fict	Explorers	6-9	3
Kerr, Giants and Fairies	Stories	Fantasy	2	1
Kerr, Please don't eat the daisies	Stories	Humor	Adult	3
Ketchan, Baby sitter's guide	Fact	Hobbies	6-9	3
Ketcham, More Dennis the menace	Stories	Humor	3-5	1
Kettelkamp, Singing strings	Fact	Music	3-7	2
Kettelkamp, Spooky magic	Fact	Hobbies	4-6	1
Kielty, Marie Antoinette	Biog	History	5-7	2
Kieran, John James Audubon	Biog	Zoology	4-6	2
Kilts, We were there...Pearl Harbor	Fict	Battles	5-7	2
King, Elizabeth, Tudor princess	Biog	Romance	7-9	2
King, Inside pro football	Fact	Sports	Adult	3
Kingman, The best Christmas	Fict	Holidays	3-5	1
Kingsley, Water babies	Fict	Fantasy	5-7	3
Kinney, The lonely bear	Fict	Humor	3-5	1
Kipling, Captains courageous	Fict	Sea	7-10	3
Kipling, Jungle book	Fict	Animals	5-8	3
Kipling, Just so stories	Stories	Animals	4-6	2
Kipling, "Wee Willie Winkie"	Stories	Mystery	7-9	3
Kish, Italy	Fact	Europe	7-9	3
Kissen, Tales from the four winds	Stories	History	5-7	2
Kjelgaard, Big red	Fict	Dogs	6-8	2
Kjelgaard, Coming of the Mormons	Fact	History	4-6	2
Kjelgaard, Desert dog	Fict	Dogs	5-8	2
Kjelgaard, Explorations of Pere Marquette	Biog	Explorers	4-6	2
Kjelgaard, The fire hunter	Fict	Archaeology	7-9	3
Kjelgaard, Irish red	Fict	Dogs	6-8	2
Kjelgaard, Nose for trouble	Fict	Dogs	6-8	2
Kjelgaard, Outlaw red	Fict	Dogs	6-9	2

Author and Title	Literary Form	Interest Area	Reading Level	Concept Level
Kjelgaard, Snow dog	Fict	Dogs	6-9	2
Kjelgaard, We were there at the Oklahoma land run	Fict	Pioneers	4-7	2
Kjelgaard, Wolf brother	Fict	Dogs	6-9	2
Klots, Insect allies	Fact	Insects	3-6	2
Knight, [all Lassie stories]	Fict	Dogs	6-9	2
Knight, Life through the ages	Fact	Archaeology	5-8	3
Knight, We were there...Normandy invasion	Fict	Battles	5-7	2
Komroff, Marco Polo	Biog	Explorers	7-9	3
Konkle, Tabby's kittens	Stories	Pets	2-5	1
Kottmeyer, Greek and Roman myths	Stories	Myths	3-5	1
Kottmeyer, Robin Hood stories	Stories	Heroism	3-5	1
Kottmeyer, Trojan war	Stories	Myths	3-5	1
Krautter, Mystery of Devil's Canyon	Fict	Mystery	5-7	2
Kroll, Young medicine man	Fict	Indians	3-7	1
Kubie, First book of Israel	Fact	Asia	4-7	2
Kugelmass, Roald Amundsen	Biog	Explorers	7-9	3
Kuhn, Story of secret service	Fact	Information	4-6	2
Kyle, Mirrors at Castle Doone	Fict	Mystery	7-9	2
Lachman, Airp lanes	Fact	Aeronautics	2-4	1
Ladd, all by Elizabeth Ladd	Fict	Girls	4-6	2
Lake, Wyatt Earp	Biog	West	8-10	3
Lamb, Genghis Khan...	Fact	History	6-9	3
Lambert, [all by this author]	Fict	Girls	6-8	2
La Mont, Book about ballet	Fact	Dancing	2-5	1
Lamorisse, White mane	Fict	Horses	4-6	2
Lampman, The bounces of Cynthiann	Fict	Girls	6-8	2
Lampman, Rusty's space ship	Fict	Science-Fiction	4-7	2
Lampman, Shy stegosaurus of Cricket Creek	Fict	Humor	5-8	2
Lampman, Tree wagon	Fict	Girls	4-7	2
Lane, All about...insect world	Fact	Insects	4-6	2
Lane, All about the sea	Fact	Sea	4-7	2
Lane, Kid sisters [nun cartoons]	Stories	Humor	5-7	2
Lang, The green fairy book [and others in series]	Stories	Fantasy	4-6	2
Salten, Bambi	Fict	Animals	5-9	2
Salten, Perri	Fict	Animals	5-9	2
Sandburg, Rootabaga stories	Stories	Fantasy	5-9	3
Santa, How to use the library	Fact	Hobbies	7-9	2
Saunders, Beautiful Joe	Fict	Dogs	5-7	2
Savery, Magic in my shoes	Fict	Girls	3-5	1
Savery, Welcome, Santza!	Fict	Orphans	5-8	2
Sawyer, Enchanted schoolhouse	Fict	Fantasy	4-6	2
Sawyer, Roller skates	Fict	Girls	5-7	2
Sayers, Ginny and custard	Fict	Family	4-6	2
Sayers, Sally Tait	Fict	Girls	3-5	1
Schacter, Into your teens	Fact	Information	8-10	3
Scharbach, Boy sailor	Biog	Adventure	3-6	1
Schauffler, Holidays in poetry	Poetry	Holidays	4-8	2
Schealer, Zip Zip & flying saucer [and other titles]	Fict	Science-Fiction	3-5	1
Scheib, First book of food	Fact	Science	4-6	1
Schemberger, Tom's big strike	Fict	Family	4-6	2

Author and Title	Literary Form	Interest Area	Reading Level	Concept Level
Schiffer, First book of baseball	Fact	Sports	3-5	1
Schiffer, First book of basketball	Fact	Sports	4-7	2
Schiffer, First book of football	Fact	Sports	4-6	1
Schlein, Oomi the new hunter	Fict	Adventure	3-5	1
Schneider, everyday weather	Fact	Weather	5-7	3
Schneider, King Arthur	Stories	Heroism	3-5	1
Schneider, Let's find out	Fact	Science	3-6	2
Schneider, Science fun with milk cartons	Fact	Science	4-6	2
Schneider, Your telephone and how it works	Fact	Machines	5-8	3
Scholz, Batter up	Fict	Sports	6-8	1
Schoor, Christy Mathewson	Biog	Sports	6-9	2
Schoor, Micky Mantle	Biog	Sports	6-9	2
Schoor, Red Grange	Biog	Sports	8+	2
Schulz, But we love you Charlie Brown	Stories	Humor	4-6	2
Schwab, Gods and heroes	Stories	Heroism	Adult	3
Scientific American, Plant life	Fact	Science	5-7	2
Scott, Judy's surprising day	Fict	Family	3-5	1
Scott, Ivanhoe	Fict	History	8-10	3
Scott, White magic	Fict	Archaeology	7-9	2
Seaman, [all titles]	Fict	Mystery	5-6	1
Sears, Firefly	Fact	Insects	2-4	1
Sechrist, 13 ghostly yarns	Stories	Mystery	4-8	2
Seidlin, Green wagons	Fict	Mystery	4-6	2
Seldon, Garden under the sea	Fict	Fantasy	4-6	2
Self, Horseman's encyclopedia	Fact	Horses	7-9	3
Sellew, Adventure with the giants	Stories	Myths	4-6	2
Selsam, Exploring the animal kingdom	Fact	Animals	3-6	2
Selsam, Microbes at work	Fact	Microscopes	7-9	3
Selsam, Plants we eat	Fact	Nature	5-8	2
Selsam, Play with seeds	Fact	Nature	4-8	2
Selsam, Seeds and more seeds	Fact	Nature	2-3	1
Seltzer, Sweetie Pie	Stories	Humor	3-5	1
Seredy, The good master	Fict	Europe	5-7	2
Seredy, The open gate	Fict	Farm	5-7	2
Seredy, The singing tree	Fict	Europe	5-8	2
Seredy, The white stag	Fict	Fantasy	6-9	3
Seraillier, The silver sword	Fict	Adventure	6-8	3
Severn, Crazy Castle	Fict	Mystery	7-9	2
Sevrey, First book of the earth	Fact	Geology	3-6	2
Sewell, Black Beauty	Fict	Horses	5-7	2
Sewell, Black Beauty [ed by F.Martin]	Fict	Horses	3-5	1
Seymour, Arne & Christmas star	Fict	Holidays	5-7	2
Seymour, Bird girl - Sacajawea	Biog	Girls	3-5	1
Seymour, Christmas donkey	Fict	Animals	3-6	1
Seymour, Pocahontas	Biog	Indians	3-5	1
Shane, The new baby	Fict	Children	2-4	1
Shapiro, Circus boy	Fict	Circus	3-5	1
Shapiro, Davy Crockett	Fict	West	3-5	1
Shapiro, Golden book of America	Fact	History	7-9	3
Shapiro, How old Stormalong captured Mocha Dick	Stories	Humor	5-8	2
Shapiro, John Henry and his double jointed steam drill	Stories	Humor	5-8	2

Author and Title	Literary Form	Interest Area	Reading Level	Concept Level
Shefter, Six minutes a day to perfect spelling	Fact	Information	6-8	2
Sheldon, Arrivals & departures	Fict	Browsing	6	2
Sheldon, Believe & make-believe	Fict	Browsing	4	1
Sheldon, Finding the way	Fict	Browsing	5	1
Sherman, Real book about dogs	Fact	Dogs	4-6	2
Shippen, Mr. Bell invents the telephone	Biog	Inventors	6-8	2
Shute, Real diary of a real boy	Fict	Boys	4-6	1
Shuttleworth, Age of reptiles	Fact	Fossils	5-7	2
Shuttleworth, Real book about prehistoric life	Fact	Animals	4-7	2
Sidney, Five little Peppers [and others in series]	Fict	Children	4-6	1
Simister, The pewter plate	Fict	Revolution	4-5	1
Simon, Secret on the Congo	Fict	Adventure	4-6	2
Simon, Teeny Gay	Fict	Girls	4-6	2
Sire, Something foolish something gay	Fict	Romance	7-9	3
Skaar, All about dogs	Fict	Dogs	1-2	1
Skinner, Becky Landers	Fict	Pioneers	6-8	2
Slaughter, Horsemanship for beginners	Fact	Horses	5-7	2
Sleigh, Carbonel king of the cats	Fict	Fantasy	4-6	2
Slobodkin, The amiable giant	Fict	Fantasy	3-5	1
Slobodkin, Space ship under the apple tree	Fict	Science-Fiction	3-4	1
Van Riper, Babe Ruth	Biog	Sports	3-5	1
Van Riper, Dick Byrd	Biog	Explorers	3-5	1
Van Riper, Jim Thorpe	Biog	Sports	3-5	1
Van Riper, Knute Rockne	Biog	Sports	3-5	1
Van Riper, Lou Gehrig	Biog	Sports	3-5	1
Van Stockum, Cottage at Bantry Bay	Fict	Ireland	4-6	2
Van Stockum, The Mitchells	Fict	Family	4-6	2
Van Stockum, Pegeen	Fict	Ireland	4-6	2
Verne, Round the world in 80 days	Fict	Adventure	7-9	3
Verne, The mysterious island	Fict	Science-Fiction	7-9	3
Verne, 20,000 leagues under the sea	Fict	Sea	7-9	3
Verral, Rin Tin Tin	Stories	Dogs	2-4	1
Verral, Kassie and the rescue	Fict	Dogs	3-5	1
Vinton, Boy on the Mayflower	Fict	Boys	3-5	1
Vinton, We were there...Lafitte at the Battle of New Orleans	Fict	Adventure	5-7	2
Voegli, Wonderful lamp	Fict	Fantasy	5-7	2
Wadsworth, Old woman & her pig	Stories	Folktales	2-5	1
Wadsworth, Paul Bunyan...	Stories	Humor	5-9	2
Wadsworth, Puzzle of the talking monkey	Fict	Mystery	Adult	3
Wagoner, Jane Addams [and others in series]	Biog	Girls	3-6	1
Waldeck, On Safari	Fact	Africa	5-10	3
Wallace, Mystery of the old house	Fict	Mystery	4-6	1
Wallace, Ben Hur	Fict	History	6-9	3
Wallop, Year the Yankees lost the pennant	Fict	Sports	Adult	3
Walsh, Marco Polo	Biog	Explorers	6-9	2
Walt Disney's Tomorrowland adventure series. Man in space	Fact	Space	4-6	2
Warner, The boxcar children	Fict	Family	4-6	1

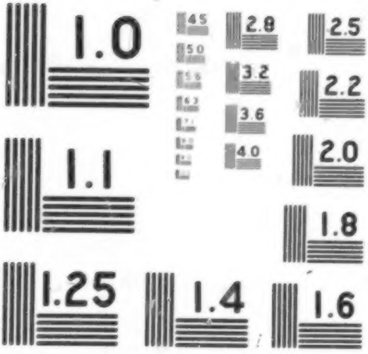
Author and Title	Literary Form	Interest Area	Reading Level	Concept Level
Warner, Mystery ranch	Fict	Mystery	4-6	1
Warner, Surprise island	Fict	Mystery	4-6	1
Warner, Yellow house mystery	Fict	Mystery	4-6	1
Warren, Remember the Alamo	Fict	Battles	4-6	2
Washington, Up from slavery	Biog	Negroes	7-9	3
Watson, Course in practical sketching	Fact	Hobbies	Adult	3
Watson, Golden book of the world	Fact	History	5-8	3
Watson, School daze	Fact	School	5-7	2
Watson, Toby and doll	Fict	Dogs	3-5	1
Watson, Top Kick US army horse	Fict	Horses	5-7	2
Watts, Patchwork kilt	Fict	Girls	3-4	1
Webb, At the Boston tea party	Fict	Revolution	5-7	2
Webb, Story of Dan Beard	Biog	Boys	5-8	2
Webb, True book of American railroads	Fact	Trains	3-5	1
Webb, We were there...Ethan Allen	Fict	Revolution	5-7	2
Webb, We were there..Florence Nightingale	Fict	Nurses	5-7	2
Weber, Beany has a secret life [and others in series]	Fict	Girls	7-9	2
Weed, Butterflies worth knowing	Fact	Insects	7-9	3
Wehen, Stairway to a secret	Fict	Mystery	6-8	2
Weil, Betsy Ross	Biog	Revolution	3-6	1
Weil, Franklin Roosevelt	Biog	Boys	3-6	1
Weir, Ben Franklin	Biog	Franklin	3-5	1
Weir, Leif Erickson	Biog	Explorers	-5	1
Weisgard, Big book of trains	Fact	Trains	3-5	1
Weiss, Mix-up and fix-ups	Stories	Humor	3-5	1
Weiss, Truly Elizabeth	Fict	Girls	4-6	1
Weller, Story of paratroopers	Fact	Aeronautics	5-7	2
Wellman, The iron mistress	Fict	Pioneers	Adult	3
Wells, [all Cherry Ames series]	Fict	Girls	6-8	1
Wells, Messages, men & miles	Fact	Electricity	7+	3
Wells, War of the worlds	Fict	Science-Fiction	Adult	3
Werner, Donald Duck's toy train	Fict	Humor	2-4	1
Werner, Vanishing prairie	Fact	Geography	5-8	3
West, Happy Hollisters [and sequels]	Fict	Mystery	2-5	1
Wheeler, Ludwig Beethoven...	Biog	Music	4-7	1
Wheeler, Mozart the wonder boy	Biog	Music	4-6	1
Wheeler, Stephen Foster	Biog	Music	4-6	1
Wheeler, Franz Schubert...	Biog	Music	3-7	1
Whipple, Famous pirates...	Stories	Adventure	7-9	2
Whipple, Using our earth	Fact	Geography	4	1
Whitbridge, Simon Bolivar...	Biog	Latin America	7-9	3
White, All about archaeology	Fact	Archaeology	6-9	2
White, All about great rivers...	Fact	Geography	4-6	2
White, All about our changing rocks	Fact	Geology	4-6	2
White, All about stars	Fact	Astronomy	4-6	2
White, Charlotte's web	Fict	Fantasy	4-6	2
White, First men in the world	Fact	Archaeology	7-9	2
White, The haunted hound	Fict	Mystery	5-7	1
White, Lost worlds	Fact	Archaeology	6-9	2
White, Prehistoric America	Fact	Fossils	4-6	2
White, Secret sea	Fict	Sea	7-9	3
White, Stuart Little	Fict	Fantasy	4-6	2
Whitehead, FBI story	Fact	Adventure	Adult	3

Author and Title	Literary Form	Interest Area	Reading Level	Concept Level
Whitman, Alice in Wonderland	Fict	Fantasy	2-4	1
Whitney, Mystery of black diamonds [and other titles]	Fict	Mystery	7-9	2
Widdemer, Harriet Beecher Stowe	Biog	Girls	3-5	1
Wiggin, Bird's Christmas Carol	Fict	Family	5-7	2
Wiggin, Homespun tales	Stories	Family	5-7	2
Wiggin, Mother Carey's chickens	Fict	Family	5-7	2
Wiggin, Rebecca of Sunnybrook Farm	Fict	Girls	6-9	3
Wilde, The happy prince	Fict	Fantasy	7-9	3
Wilder, By the shores of Silver Lake	Fict	Family	3-7	2
Wilder, Farm boy	Fict	Family	4-6	2
Wilder, Little house in the big woods	Fict	Family	4-6	2
Wilder, Little house on the prairie	Fict	Family	4-6	2
Wilder, Little town on the prairie	Fict	Family	4-6	2
Wilder, Long winter	Fict	Family	4-6	2
Wilder, On the banks of Plum Creek	Fict	Family	4-6	2
Wilder, These happy golden years	Fict	Family	5-7	3

APPENDIX L

SCORING SHEET USED FOR RATING INDIVIDUAL PUPIL RECORDS OF READING

ED
2884


1.0
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3.6
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1.1
1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963

Name ______________________ Code No. ________ L-i

1. Books: Date column completed? ___ Yes ___ No Specific date N ____

N Books read ____ N Books completed ____ N Books unidentified ______

	C	I	C	I	Interest area*
1 Adv			___	___	1 Adventure
2 AA			___	___	2 Aesthetic appreciation
3 An			___	___	3 Animals
4 Bio			___	___	4 Biography
5 B&G			___	___	5 Boys & girls
6 Br			___	___	6 Browsing
7 Fam			___	___	7 Family
8 Fan			___	___	8 Fantasy
9 His			___	___	9 History
10 Inf			___	___	10 Information
11 M&E			___	___	11 Machines & engineering
12 Mys			___	___	12 Mystery
13 OLP			___	___	13 Other lands & peoples
14 Sci			___	___	14 Science
15 S&H			___	___	15 Sports & hobbies

*Mark major interest area with a ✓

Literary form					Literary form
1 Bio			___	___	1 Biography
2 Fac			___	___	2 Factual
3 Fic			___	___	3 Fiction
4 St			___	___	4 Stories
5 P			___	___	5 Poetry

Source					Source
1 PL			___	___	1 Public library
2 SL			___	___	2 School library
3 CC			___	___	3 Classroom collection
4 F			___	___	4 Friend
5 H			___	___	5 Home

Appreciation

0		
1		
2		
3		
4		

Appreciation

C					I				
N	x	W	=	S	N	x	W	=	S
___	x	0	=	___	___	x	0	=	___
___	x	1	=	___	___	x	1	=	___
___	x	2	=	___	___	x	2	=	___
___	x	3	=	___	___	x	3	=	___
___	x	4	=	___	___	x	4	=	___

T ________) ______ ________) ______

Ave ______ Ave ______

Concept level

1		
2		
3		

Concept level

C					I				
N	x	W	=	S	N	x	W	=	S
___	x	1	=	___	___	x	1	=	___
___	x	2	=	___	___	x	2	=	___
___	x	3	=	___	___	x	3	=	___

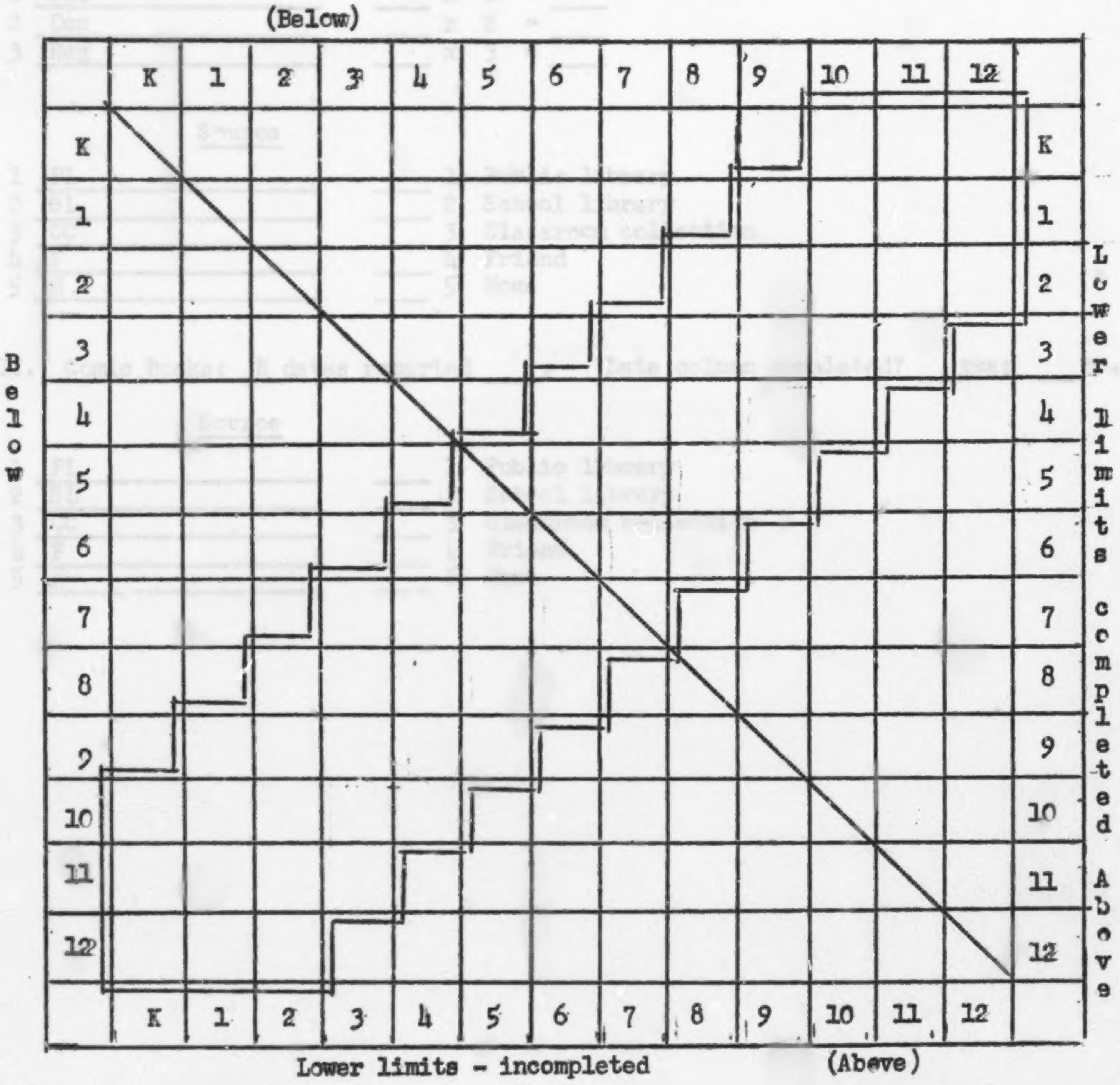
T ________) ______ ________) ______

Ave ______ Ave ______

	Id	C	I
1	All		
2	JHS		
3	7+		
4	Ad		

	C	I
*1		
*2		
*3		
*4		

*All above grade level


(Below)
K
1
2
3
4
5
6
7
8
9
10
11
12
Below
Lower limits completed Above
Lower limits - incompleted
(Above)

Completed

N x W = S

____ (below) x 1 = ____

____ (at) x 2 = ____

____ (above) x 3 = ____

T ____________)________

Average __________

Incompleted

N x W = S

____ (below) x 1 = ____

____ (at) x 2 = ____

____ (above) x 3 = ____

T ____________)________

Average __________

II. N Magazines reported _____

Regularity

Id.	N	x	W	=	S
1 Sel ____________	____	x	1	=	____
2 Occ ____________	____	x	2	=	____
3 Reg ____________	____	x	3	=	____

Source

1 PL ____________	____	1 Public library
2 SL ____________	____	2 School library
3 CC ____________	____	3 Classroom collection
4 F ____________	____	4 Friend
5 H ____________	____	5 Home

III. Comic Books: N dates reported ___. Date column completed? ___yes; ___no.

Source

1 PL ____________	____	1 Public library
2 SL ____________	____	2 School library
3 CC ____________	____	3 Classroom collection
4 F ____________	____	4 Friend
5 H ____________	____	5 Home

APPENDIX M

CRITERIA FOR DETERMINING
LEVELS OF MATURITY AND INTEREST AREAS

CRITERIA FOR DETERMINING LEVELS OF MATURITY AND INTEREST AREAS

From a survey of characteristics of sixth grade children, of the objectives for reading achievement at this level, and of the factors found in definitions of maturity in reading, three levels of maturity in the reading of sixth grade children can be identified as follows; the terms "superior," "average" or "adequate," and "inferior" are used herein as defined in Area II of this study.

MATURE READERS have achieved mastery in basic skills, comprehension, and independence in choice and use of superior books	READERS AT GRADE LEVEL demonstrate evidence of achieving the objectives of the reading program in a satisfactory way and show readiness to apply skills to books rated as average for sixth grade	IMMATURE READERS show minimum achievement of basic reading skills required for sixth grade and reliance upon books of inferior quality
Quantity	Quantity	Quantity
1. Will record an average of 6 or more books read per month. Read more books of superior quality than do average or immature readers	Read approximately 3-4 books per month, and of these a larger number are rated as average in quality	Read few books (perhaps one a month) and of these there is a preponderance of the inferior
2. Read an abundance of informational material at advanced level of difficulty	Informational literature is at average level for sixth grade	Use few informational materials and these are confined to simplified presentations
3. When series books are read, they are chosen on basis of interest area, rather than series for its own sake	Are less discriminating in selecting titles from series but do not attempt to read series in entirety	Tend to read series titles only because they are part of favorite series
Variety	Variety	Variety
4. Select books in a wide variety of interest areas such as family life, growing up, people of other lands, races, creeds	Some variety is found, but number of different interest areas is more limited	Tend to select books and stories in a single interest area, less mature in concepts, such as pets, children of own age, familiar background
5. Read deeply into many special interest areas	Pursue fewer interests through reading and read fewer books related to these special interests	Read only for a "single-minded" purpose or do not turn to books at all for satisfaction of interests
6. Read many forms of literature, such as fiction, nonfiction, biography, poetry, plays	Enjoy fewer forms of literature, and these are usually confined to fiction and biography	Limit selections almost entirely to fiction. Nonfiction is required reading

MATURE READERS	READERS AT GRADE LEVEL	IMMATURE READERS
Variety (cont.)	Variety (cont.)	Variety (cont.)
7. Select books and stories dealing with cultures other than the readers' own, such as folk tales, myths, and poetry of other lands and early times	Limit selections to regional culture of the United States, and read fewer historical materials	Show little interest in cultures at all, and limit reading to those selections dealing with readers' own race, religion, and social status
8. Record examples of many standards and classics of American literature	Record some of the classic writings of American authors, possibly as required reading	Read few (or no?) examples of classics of American literature
9. Show an interest in re-reading favorite stories	If they re-read stories, these are of average quality	Re-read few, if any, books, and these are confined to books of inferior quality
Appreciation	Appreciation	Appreciation
10. Record stories employing superior plot structure, beginning, climax, and ending. Episodes follow orderly sequence	Show little awareness of plot structure in stories selected and enjoyed	Seem to be completely unappreciative of story structure. Are not bothered by illogical coincidence
11. Read books capable of developing ability to recognize value of suspense and means of creating it	Enjoy suspense, with less regard for author's technique in producing it	Have a decided preference for suspense for its own sake, and accept stories employing indifferent technique for creating suspense
12. Will accept either a happy or a sad ending and enjoy stories which help anticipate ending through foreshadowing devices	Prefer stories requiring less imagination to anticipate ending	Are satisfied only with stories having a happy ending
13. Read and enjoy fantasy and adventure stories of superior quality, capable of developing readers' imagination	Read little fantasy at all, but enjoy adventure stories with familiar themes, such as boys and girls as heroes	Read more "escape" adventure stories than any other type, purely for the adventure elements, action, suspense
14. Can distinguish between the realistic and the fanciful and accept either on its own terms	Tend to confine reading to either fanciful or realistic stories	Have a strong tendency to prefer the sentimental and unrealistic
15. Read books dealing in a realistic way with personalexperiences of growing up, faced by children of sixth grade or older	Read fewer books requiring introspection	Prefer books dealing with problems of growing up which handle themes unrealistically

MATURE READERS	READERS AT GRADE LEVEL	IMMATURE READERS
Appreciation (cont.)	Appreciation (cont.)	Appreciation (cont.)
16. Show interest in books capable of developing better understanding of others (adults,opposite sex,other races and cultures),and spiritual values:kindness,unselfishness, truthfulness,goodness, beauty, etc.	Are more interested in characters of own age and their handling of ethical and spiritual values with one another	Are interested only in stories dealing with characters of own age and sex, of the type unlikelu to help develop social sensitivity
17. Read books containing pity, anxiety,joy,etc.,as well as excitement and various kinds of humor,such as nonsense,exaggeration,incongruity	Include stories dealing with these emotions in a less subtle or refined manner	Like stories dealing with these emotions in an elemental, even gross manner. Prefer much excitement
18. Read informational books, some of which may contain controversial topics requiring reader to sense what is implied,to interpret facts,to make inferences,to make judgments	Books on controversial topics have positions clearly stated,details spelled out	No (or few?) books requiring judgment are read
19. Enjoy selections using descriptive words and phrases which create various kinds of imagery and style patterns: rhyme,refrain,rhythm,alliteration, figurative language	Prefer literal style in prose writing,strong rhythm and rhyme in verse,allusions to only the narrowly familiar in figurative language	Limited reading background for understanding figurative language in prose or poetry
20. Read poetry calling forth responsiveness to beauty, mood, or humor	Like poetry dealing with familiar experiences, of childhood,adventure,action, heroes,rather than the emotions	If poetry is read at all, rhyme,rhythm,jingles,nonsense words are preferred to poetry with emotional appeal

MATURE READERS	READERS AT GRADE LEVEL	IMMATURE READERS
Vocabulary	**Vocabulary**	**Vocabulary**
21. Read a substantial number of books with vocabulary scored as difficult for sixth grade by Spache, Lorge,or other formulas	Read more books with vocabulary graded at sixth grade by reading formulas	Read books with vocabulary scored by formulas below sixth grade
22. Since readers are skilled in using context,roots, prefixes and suffixes as aids to determining meaning, material written in quite technical language is read	Select informational material which is simply,clearly stated with few compound words,complex sentences	Select informational books which use simple words, short sentences
23. Easily grasp mature concepts from books employing maps, graphs, diagrams as aids to extracting meaning	Need information in factual books presented visually and literally	Require picture-type books such as "Wonderful World of..." series
24. Record selection from various books of information useful for a particular purpose and from books that indicate ability to adapt rate of of reading to various purposes	Use fewer books for research problems	Limit investigation primarily to encyclopedias

APPENDIX N

CHECKLIST OF PUPIL PURPOSES, INTERESTS, AND ACTIVITIES

N-1

NAME ______________________ TEACHER ______________________

SCHOOL ______________________ CITY ______________________

Below is a list of phrases which gives some reasons why people might read. You are to read each phrase carefully and place a check mark on the line before the phrase if it gives a reason why you read. You are not expected to mark every reason, or even most of them. Check your reasons for reading only.

(Pupil purposes)*

__________ 1. to find out what is going on in the world today.
__________ 2. to amuse myself with jokes and humor.
__________ 3. to remind me of things I have enjoyed.
__________ 4. for new experiences.
__________ 5. to do my homework
__________ 6. to memorize
__________ 7. for religious reasons
__________ 8. to find out how to make or do things.
__________ 9. to help me overcome my problems.
__________ 10. to read my letters.
__________ 11. to understand people better.
__________ 12. to plan my future.
__________ 13. to answer a question I may have.
__________ 14. as a hobby

People read about many subjects, but they are more interested in some things than in others. In the list below, check the subjects that you are especially interested in reading about.

(Pupil interests)*

__________ 1. Adventure
__________ 2. Art
__________ 3. Atoms
__________ 4. Automobiles
__________ 5. Aviation

__________ 6. Birds
__________ 7. Boys
__________ 8. Dinosaurs
__________ 9. Dogs
__________ 10. Electricity

__________ 11. Engineering
__________ 12. Exploring
__________ 13. Farm life
__________ 14. Fossils
__________ 15. Geography

__________ 16. Girls
__________ 17. History
__________ 18. Hobbies
__________ 19. Horses
__________ 20. Humor

__________ 21. Hunting and Trapping
__________ 22. Indians

__________ 23. Insects
__________ 24. Inventions
__________ 25. Jets and Rockets
__________ 26. Jungles
__________ 27. Machines

__________ 28. Medicine
__________ 29. Music
__________ 30. Mystery
__________ 31. Other Lands and People
__________ 32. Pets

__________ 33. Pioneers
__________ 34. Rocks and Minerals
__________ 35. Science and Scientists
__________ 36. Science Fiction
__________ 37. The Sea

__________ 38. Space
__________ 39. Sports
__________ 40. Stars and Planets
__________ 41. Trains
__________ 42. Wars and Battles

__________ 43. The West
__________ 44. Wild Animals

*added here for identification

Many boys and girls spend some of their out-of-school time in clubs and special kinds of lessons, and some have part-time jobs. In the list below, place a check mark on the blank before each phrase which names a kind of club or special activity that you take part in.
(Pupil activities)*

________ 1. Clubs or children's groups in church.
________ 2. Y clubs or classes.
________ 3. Other recreation groups (such as school recreation programs and playground groups).
________ 4. Scout or Campfire groups.
________ 5. Neighborhood clubs (you and your friends).
________ 6. T.V. clubs
________ 7. Reading clubs
________ 8. Hobby clubs.
________ 9. Clubs to help other people.
________ 10. "Fan" clubs.
________ 11. Sports clubs or instruction and coaching.
________ 12. Music lessons.
________ 13. Dancing lessons.
________ 14. Religious classes.
________ 15. Speech classes.
________ 16. Art classes.
________ 17. Plays and dramatic instruction.
________ 18. Tutoring or special instruction in school subjects.
________ 19. Part-time jobs.

*Added here for identification

END

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